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SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

155 Sansome Street, San Francisco

Willard E. Givens.....President

Roy W. Cloud.....State Executive Secretary

Vaughan MacCaughey, Editor

Volume 29



DECEMBER 1933

Number 10

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TRAVEL SECTION

Romance and Glamour
of the South Seas

SUMMERING in AUSTRALIA

MARIE D. CASEY, *Winfield Scott School, San Francisco*

PHOTOS: AUSTRALIAN NATIONAL TRAVEL ASSOCIATION

IT was a wonderful sensation to arrive home, so brimful of enthusiasm that we could hardly wait to relate all the grand experiences!

Since the middle of August, I suspect that our friends have secretly labeled us, "To be Avoided When Time is Limited and Endurance Low," for we have monopolized conversations, caused many people to be late for appointments, called up or visited neglected friends, and even resorted to cunning, so that we might broadcast the information that we had just returned from glorious Australia. In fact, not a single person escaped if we could find the tiniest excuse for opening up on our favorite subject.

The first of June, not being able to resist the glowing literature of the Australian National Travel Association, two friends and I sailed on the Union Co.'s. friendly steamer Maunganui for the Land of the Southern Cross. After nineteen perfect days and pleasurable surprises, we bore down upon New Zealand, filled with

memories of peaceful blue seas, the mystic charm of tropical Tahiti, and the vivid glories of Rarotonga.

New Zealand shared some of her beauty with us as we travelled from Wellington through North Island to Auckland. In thinking over those five days we again visit the incomparable Glow-worm Cavern at Waitomo. Once more we glide in a small boat along its subterranean river, wherein is reflected the phosphorescent light of billions of tiny glow-worms, that cling to the walls of the grotto and turn them into a shimmering Milky Way.

Waitomo Caves and Rotorua

From Waitomo memory carries us to the thermal regions of Wairakei and Rotorua, with their steaming terraces, spouting geysers, and seething mud-pools that bubble forth fantastic flower-like forms in every dull color.

Before we leave Rotorua, we enter a weirdly-carved gateway. A Maori girl steps up to guide



"The glories of Bulli Pass . . . we stood on Sublime Point, over a thousand feet above the sea, and counted more than ten glistening beaches."



Kangaroos at Koala Park, Sydney.

us through her native village, where the traditions of her people are being conserved. The atmosphere teems with the romance of yesterday. On every side we see low buildings, the exteriors embellished with grotesquely-sculptured wooden figures painted brick red. The interiors fairly reek with art treasures, such as carvings, featherwork, and woven fabrics.

At first we are surprised at the absence of stoves, but after following the winding paths by steamy crevices and boiling pools we know how well nature has provided for washing, cooking, and bathing.

The Thrill of Sydney Harbor

Four days after bidding farewell to New Zealand I experienced one of my greatest thrills. Never can I hope to be more elated than when we sailed past the two rocky heads into Sydney Harbor. Right then I knew why the Australians loved the word "glorious," for it was the only adjective that could apply to our first glimpse of their country. There before us lay a majestic arched bridge silhouetted against a gray cloud, broken and rimmed by golden sunshine. To one side was a heavenly rainbow, while all around a still blue mirror cut into the land with tongue-

like bays, whose sloping shores were wooded by attractive gardens out of which peeked red-roofed homes.

When we descended the gangplank little did we dream how many delightful adventures awaited us! Now as we look back we mentally browse around lovely Sydney and Melbourne, cities of over a million inhabitants each, rich in fine buildings, beautiful residential sections, splendid museums and art galleries, besides countless parks and recreation grounds, for every Australian enters into some form of outdoor sport.

WHEN we think of Melbourne, how can we ever forget her St. Kilda Road, her exquisite botanic gardens, her colossal Shrine of Remembrance that pays silent tribute to the heroes of the Great War!

Excitement fills us as we call to mind the day we spent with 50,000 others on the green lawns and among the flowers of Flemington



The Kookaburra. ". . . the Australian bush abounds in native birds. We enjoyed . . . the raucous laughter of Australia's feathered comedian, the kookaburra."

Racecourse, where luck enhanced our interest in the Grand National Steeple-chase.

Joys of the Countryside

Several times we enjoyed excursions into the country back of Melbourne, where every turn brought a new delight. Sometimes we motored through groves where stately eucalyptus trees seemed to pierce the sky; at other times by winding streams, pictures-que cascades, and fern-clad gullies—not ferns as we Americans know them, but tall luxuriant tree-ferns.

In the valleys we encountered so many flocks of merino sheep that we were easily convinced of Australia's wool fame.

In the wooded sections we had but to stop the car to be highly entertained, for the Australian "bush," as it is called, abounds in native birds. We enjoyed the melodious song of the magpie, the snap of the whip-bird's call, the tinkling notes of the tiny bell-bird, the chatter of the brightly-colored rosella parrot, and the raucous laughter of Australia's feathered comedian, the kookaburra.

We were told that nothing could ever be compared to the voice of the lyre-bird. This information fired us with curiosity and we asked so many questions that in self-defense friends took us one early morning into Sherbrooke Forest. Upon arrival we heard a distant flute-like call, and soon we had an excellent view of a purplish brown bird with long lyre-like tail. He passed within a foot of us and flew into a low tree.

Immediately he began to sing and fan his gorgeous tail, and there we stood for three-quarters of an hour spellbound by the magic of his gay rhapsody. Then he gave us the call of every other bird, the sound of the chopping of wood, the buzz of a saw, and other master-pieces of mimicry.

Many ask, "Did you visit Canberra?" and we begin broadcasting the interesting features of



Koala Park, Sydney. ". . . we spied the little lovable creatures with their beady innocent eyes, soft grey fur and black rubbery noses."

the Federal capital. We like to tell how we visited Parliament House and how later we stood on Red Hill gazing over the undulating panorama of that beautifully-planned city. National pride wells up when we remember that Canberra was planned by Walter Griffin, an American architect.

Memorable Days in and Around Sydney

It is always with delight that we review the days spent in and around Sydney. We like to tell of the fantastic and colorful grandeur of Jenolan Caves; the vivid blue, blue of the haze that enshrouds the Blue Mountains; the glories of Bulli Pass and how we stood on Sublime Point, over a thousand feet above the sea, and counted more than ten glistening beaches.

It thrills us to think of how magnificent Sydney is from the air, with her marvelous

harbor cutting into the land and rimming it with innumerable tiny bays, while the Tasman Sea scallops the coastline with miles and miles of golden bathing beaches.

Having heard of Australia's little "Teddy" bears and how Americans always exclaim, "Aren't they cute!" we visited Koala Park with the firm resolve to be different. Nevertheless, when we spied the little lovable creatures with their beady innocent eyes, soft grey fur and black rubbery noses, we proved to be true Americans!

ON every trip into the country we looked for kangaroos, and one day had the great thrill of seeing five bounding across a field, covering from ten to twenty feet in a single leap.

Our 22 days in the Land of the Southern Cross were days of awakening for us. Everywhere we went our accent stamped us "Made in America," and this was our ticket to unbounded hospitality and courtesy.

We learned to listen to a "wireless" and not a radio, to take a "tram" when we wanted a street car, to "ascend in a lift" instead of go up in an elevator, to walk on a "foot-path" in place of a sidewalk, to keep to the left and never the right, to ask for a "reel of cotton" when we needed a spool of thread, for "press studs" when we wanted dress snaps, to buy "stalls" for seats at the theater, to worry over "stone" and not pounds when we weighed, and to "barrack" and not "root" at a game. Candies turned into "lollies," roasts into "hot joints," desserts into "sweets," lawyers became "solicitors," drug-stores changed into "chemists shops," and the forest turned into "the bush."

By Fiji and Samoa

All things considered, I challenge anybody to have had a more delightful time than we enjoyed trying to see a few of Australia's treasure spots, and at the same time

to politely drink our allotment of early morning, midday and afternoon tea!

Australian schools are in full swing during the American summer vacation. Teachers who take advantage of the summer fares to make the South Seas tour will require a minimum of 48 days and may, if they choose, go one route and return another.

Education is free and compulsory in Australia, and illiterate children between 10 and 15 years of age are only six per 1000. In addition to the State free schools, there are a certain number of private and denominational schools which are subject to Government inspection.

There is a complete system of continuation schools, high schools, domestic art schools, junior and senior technical colleges, agricultural colleges and universities. The universities confer degrees in such subjects as arts, science, law, medicine, music, and engineering.

Liberal subsidies and endowments, scholarships and bursaries smooth the path of the intelligent and ambitious and make it possible for worthy boys and girls to achieve educational distinction.

When the whistle blew and the great Matson liner Monterey hoisted anchor to carry us home, we knew that awaiting us were the fascinations of Suva, with its stalwart natives haloed in kinky blackness, the beauty of Tapa Land (Samoa), and the lure of the Islands of Aloha, it was hard to leave the Land of the Black Opal when the gardens were ablaze with Iceland poppies, and the yellow wattle was commencing to bloom.

Since arriving home and reading that entertaining book *We Find Australia* by Charles H. Holmes, we realize that we have only nibbled at the edge of an alluring continent. So our urge is great to again answer the call of "Coo-ee" which means "come" in the language of the Australian aborigine.

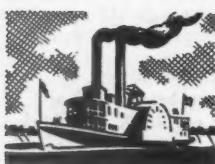


The Lyre Bird. ". . . we stood for three-quarters of an hour spellbound by the magic of his gay rhapsody."

Class on the Ocean Waves

JEHIEL S. DAVIS

*Fellow of American Geographic Society
of New York, Van Nuys*



MOST ocean liners are divided into three classes. These were once first, second, and steerage. In most ships steerage has been discontinued and replaced by third class.

This has been so much

improved that a number of the finer ships have third-class space, food, and service which is as good as, or better than first-class in some other ships.

In most ships second-class has been replaced by what began as a special third-class, called "tourist third." This tourist class is easily finer in some ships than the best in some others.

In most medium and smaller liners first-class has been renamed "cabin class" which means no real change except that it carries a lower fare than first-class on the large, fast ships.

Some ships have a special class which is really tourist, and some call their tourist class, cabin, and have a first-class also. These variations in the naming of the classes of space are confusing especially when it is to be remembered that there is more difference between the same class in different ships than between the different classes on the same ship.

First-Class

The usual arrangement is one in which the first-class space on the ship (whether it be called first, cabin, or whatnot) is in the middle part of the ship, extending from the top decks down for six or eight decks or floors and more in the larger vessels.

There is convenient elevator service except in small ships. There are also large and elegant lounges and spacious decks for play and rest. A large and beautiful dining-room is generally located low in the middle. The larger ships usually have a marble swimming-pool near the water-line.

The tourist space is usually in the stern and extending from almost the top (the top in the stern) down almost to the water-line. This is usually about as great a vertical extent as is found in the first-class space. Large and comfortable lounges are provided, although not as extensive and fine as in first-class. There is a large dining-room usually located near that of

the first-class. A few big liners admit tourists to the swimming pool forenoons but most of them either offer the tourists no such luxury or set up a canvas tank on deck when the weather is fine. Rooms in the tourist sections are not quite as good as in first-class, although on some ships there is but little difference. On others there is much difference. In some you even find old-fashioned make-shift wash-stands.

Third-Class

Something of the same condition exists in third-class. Some of the large express liners have luxurious third-class space while others (particularly those doing Oriental passenger service) have poor accommodations, with dormitory sleeping quarters and wooden seats in the combined lounge and mess hall. Most of the third-class space on the North Atlantic, however, is good. Much of this third-class space is better than first-class on numerous smaller ships; yet some of these smaller ships ride well and have third-class space as well-appointed as many of the large ones.

Third-class space is usually in the fore section in front of the bridge and pilot house structure, but extending from the water line to the top of that section of the ship. This is good space except that in times of storm, when it is rougher than other places and often the deck space is restricted in size. This deck space in front is also apt to be windy and less pleasant. The lounge and dining rooms are usually nice but not so large as the more expensive parts of the ship. The food on most ships in the third-class dining-saloons is as good and wholesome as in the other classes, but with considerably less choice of dishes.

Obviously in planning a trip one needs to know ships or else to consult dependable agencies where the information is to be had.

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Where the Teachers Meet in December

ROBERT W. SPANGLER

THURSDAY, December 21, is the "big day" in Los Angeles. On that date 20,000 teachers will attend the convention sessions of the California Teachers Association. These teachers will come from counties comprising the Southern Section — Riverside, Santa Barbara, San Bernardino, Ventura, San Diego, Inyo, Imperial, Los Angeles, and Orange.

Los Angeles City

All public schools will be dismissed the week beginning December 18, giving the teachers an opportunity to attend the various institute sessions and to prepare for the holidays.

Los Angeles city (Frank A. Bouelle, city superintendent of schools) will hold a three-day institute on Monday, Tuesday and Wednesday, December 18, 19 and 20.

An excellent program of general sessions and special group meetings has been arranged.

The C. T. A. Southern Section annual convention begins Wednesday evening, December 20, and continues through Thursday, December 21. Convention sessions will be held in the Auditorium of the Bible Institute and the Shrine Civic Auditorium. Officers of C. T. A. Southern Section are: president, Henry O. Dyck, principal, Metropolitan High School, Los Angeles; vice-president, Mrs. Pauline Merchant, teacher, Washington School, Garden Grove; treasurer, Wayne F. Bowen, teacher, Miramonte School, Los Angeles; executive secretary, F. L. Thurston.

Los Angeles county teachers will attend sessions of the convention of Cali-



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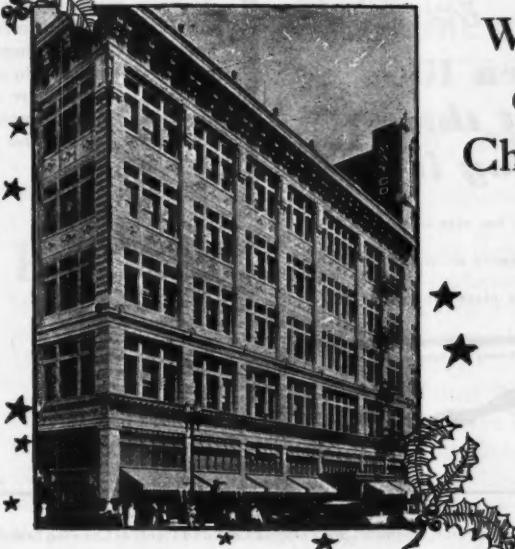
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fornia Teachers Association — Southern Section—in Los Angeles on December 21. These sessions are accredited as the third day of their county institute. A. R. Clifton is Los Angeles county superintendent of schools.

A registration book will be kept at Convention Headquarters at the Hotel Clark for the convenience of all teachers and their friends.

Santa Barbara city and county teachers will assemble in Santa Barbara city in a joint city-and-county institute on Monday, Tuesday, and Wednesday, December 18, 19 and 20. Mrs. Muriel Edwards is Santa Barbara county superintendent of schools.

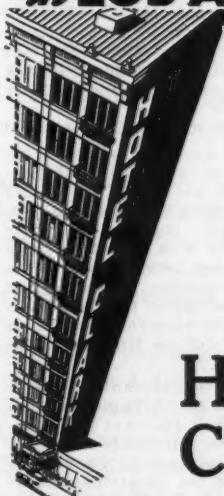
Riverside county teachers will hold their annual institute in Riverside city on the same dates, December 18-20. A program of general sessions and round-table conferences has been planned by E. E.

(Please turn to Page 53)

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San Francisco Superintendency Filled

DR. EDWIN A. LEE, professor of education and director of the division of vocational education at the University of California, has accepted appointment as superintendent of San Francisco schools, to succeed Dr. Joseph Marr Gwin, retired. Professor Lee has received nation-wide recognition for his work in the field of vocational education.

Dr. Lee is a graduate of the Chico State Normal School and received his B. S., M. A. and Ph. D. degrees from Columbia University in 1914, 1915 and 1926, respectively. He was supervisor of music and industrial arts in the public schools of San Rafael from 1909 to 1911. From 1912 to 1914, he was instructor in the Speyer School of the Teachers College of Columbia University. For two years following this, he was an instructor at the Ethical Culture High School in New York.

In 1916, Dr. Lee became assistant professor of vocational education at the Carnegie Institute of Technology at Pittsburgh, the next year joining the faculty of Indiana University as acting professor of vocational education. From 1918 until 1921 he was head of the vocational educational department of Indiana University. He came to the University of California in 1921.

In 1912, Dr. Lee was married to Edna Canfield of Chico. The couple have three sons.

Dr. Lee's many friends throughout California and the nation wish him all success in the great tasks of a metropolitan public school system.

School Librarians Convention

CALIFORNIA School Library Association held its seventh annual meeting in Fresno on October 28 and 29 with headquarters at Hotel Californian. The Fresno school librarians were hostesses at a tea Saturday afternoon which was followed by committee meetings on membership, bulletin, publicity, constitution revision, professional, books and round-table discussions on elementary, junior high, high, junior college, and teachers college. At the banquet Saturday evening Superintendent of the Fresno Schools O. S. Hubbard welcomed the guests and paid a high tribute to the work being accomplished in the schools by the librarians.

The business session was called to order by the president of the Northern Section, Jewel Gardiner of Sacramento City Schools, in the beautiful new library of Fresno State College, Sunday morning. Dr. Hubert Phillips gave the address of welcome and Agnes Tobin invited the guests to inspect the Library at the close of the session. Reports of the various committees showed great progress in work that is being carried on by this State Association. Hope Potter, Librarian of South Pasadena High School and official delegate to the American Library Association Conference in Chicago gave a very illuminating report which was greatly enjoyed.

School Librarians from all parts of the state were in attendance. Elizabeth Neal of Compton is president of the Southern Section.

The ad at left ran in HYGEIA, published by the American Medical Association for parents, teachers and others interested in authentic health information. No advertising statements are accepted for HYGEIA unless verified by a Committee of the A.M.A.

SIERRA EDUCATIONAL NEWS

DECEMBER 1933 • VOLUME 29 • NUMBER 10

Read, Think, and Act

WILLARD E. GIVENS, *President, California Teachers Association*

EVERY thinking citizen should become increasingly aware of the fact that there are certain financial groups in America which do not want a high level of general intelligence. The real battle which free public education faces goes deeper than finances. The fundamental issue is whether or not the United States will preserve its democracy.

The Chamber of Commerce of the United States of America suggests many economies in education. Some of them are: Shorten school day one hour; increase size of classes; increase teaching hours; suspend automatic increases of salaries; discontinue evening classes and kindergartens; reduce the elementary school from eight years to seven, and the high school from four years to three; impose fee on high school students; transfer one-third of the cost of all higher education from the taxpayer to the student.

The report of the Municipal Taxation Committee of the United States Junior Chamber of Commerce (submitted at the 14th annual convention, St. Paul, Minnesota, June 21, 1933) states: "The cost of education must be reduced. This can be best accomplished by confining free elementary education to the essentials and the reduction of teachers salaries so that they compare with the compensation paid by industry for similar work. Beyond the elementary grades, free education should be available only to those who show outstanding ability. * * * All free adult education should be eliminated."

The Western States Taxpayers Association at the 11th annual conference held in Los Angeles on October 24, 1933, passed a resolution which stated that:

"Whereas, a system of universal free and adequate common elementary schools for all children is an essential function of government in this republic, and * * *

"Whereas, our educational activities are the most expensive single function of government in the western states, be it therefore * * *

"Resolved, that we urge serious consideration of eliminating certain questionable educational activities hitherto provided at public expense, such as university education for those not qualified to make exceptional returns to society, kindergartens, recreational courses in night schools, and special educational services for adults designed more for private than public welfare."

In the Tax Digest, October, 1933, page 330, Dr. Millbank Johnson, chairman of the board of California Taxpayers Association, states: "Reduce the cost of

education by one-half by, first, consolidation of school districts; second, reduction of overhead administration costs; third, curtailment of our overly expanded curricula. * * * Few people realize the gradual and insidious growth of the fetish of education so carefully promoted and nurtured by educators."

The California State Chamber of Commerce in its legislative report charges to the "school lobby," among other things, the defeat of the School District Budget Review Bill, and states: "It is important to note that the fight has just begun. We now know the type of opponent we face in the school lobby, the tactics that will be used. The State Chamber of Commerce will continue to lead this fight."

Sound public sentiment is founded upon facts. Let us give these facts to all citizens interested in the welfare of California's children.

New Western Books

Roy W. CLOUD

San Francisco, a Pageant

D. APPLETON - CENTURY COMPANY are publishers of six new books of great interest; each deals with an interesting city of the United States.

Charles Caldwell Dobie, a native son, editor of the Argonaut (a periodical of San Francisco) and author of several novels, has written the pageant of San Francisco.

Early state history is recounted in accurate and readable manner. San Francisco in its various stages is portrayed. The characters who helped make a remarkable tradition live their lives again in the pages of this book. Gold. The Vigilantes and the Bonanza Days are real episodes. North Beach and Chinatown are re-peopled with the individuals who made them famous.

Many illustrations by E. H. Suydam add to the interest of the book.

It is a thick, well-printed volume which should be owned by every lover of California.

Hills of Gold

Last year Katharine Grey wrote "Rolling Wheels," the story of one of the first wagon-trains from Indiana to California. One family, the Lamberts, arrived in this state in 1846, a year of momentous importance for California. They settled in San Jose. Here among pleasing surroundings they worked and builded for two happy years. Then came the discovery of gold.

"Hills of Gold," written by Katharine Grey and published by Little Brown and Company, is the second of the series to tell of this early

California family. Jerd and Betsy Lambert are again the characters around whom an excellent story of historical accuracy is woven. They were here when the "Discovery" was made. They found the Golden Fleece.

These two books are good reading for all California upper-grade children; they are illustrated in keeping with the times portrayed.

Old San Francisco

Ruth Comfort Mitchell, through D. Appleton-Century Company, has given to the reading world a little four-volume set, "Old San Francisco." Each book portrays one decade of the city's history.

"Blue For True Love" is a story of the Forties. San Francisco, then called Yerba Buena, was a very small settlement. There were a few Spanish families. An American father and a Spanish mother headed a most interesting family. Raquel Tomlinson, pictured as the first child of American parentage born in Yerba Buena, is the heroine about whom a charming love-story is told. Early San Francisco is picturesquely described.

"Fire." Old San Francisco—The Fifties is the second of the series. The building of the City by the Golden Gate—its fires—its vigilance committee and some of its famous people are intimately pictured. The love-story of Rose Delaney, the girl who rode on the fire-engines, is the motif of the book. Mrs. Mitchell follows quite closely the life of Lillie Hitchcock, the original "fire girl," and tells of a remarkable decade in a splendid manner.

"Curtains." Old San Francisco—The Sixties. This book is an amazingly interesting recountal of life and work of Thomas Starr King, the heroic minister chosen by a grateful state to rep-

resent California in the National Hall of Fame. The work of this man who saved California, his association with Mark Twain, Colonel and Mrs. John C. Fremont, Bret Harte, Lotta Crabtree and many other California notables, makes a simple and touching story.

"Tell Your Fortune." Old San Francisco—The Seventies. In the fourth book of the series the life and work of William Ralston is the theme used. The stirring days and the ways of the Bonanza kings live anew as seen by Ruth Comfort Mitchell.

A real appreciation of San Francisco and California is felt after reading these four little books.

Other Notable Books

Early this year D. Appleton-Century Company brought out "The Legend of Susan Dane" by Ruth Comfort Mitchell. It is a love story of San Jose in the first days of our statehood and is well worth the reading by anyone.

"The Mistress of Monterey" by Virginia Stivers Bartlett, published by Bobbs Merrill, is an interesting account of one of California's early Spanish governors, Don Pedro Fages. The fine character of the fighting Don is brought out in its contrast with that of his wife, a luxury-loving woman who could not understand the charm of early California. Father Junipero Serra, beloved by all Californians, plays an important part in the story. There is a real historical background to this volume.

"Digging in the Southwest" by Ann Axtell Morris describes the adventuring of the writer and her husband as archaeologists in the New World. The cultures, the civilizations, the cliff-dwellings and the classifications of the earliest Americans are described in a fascinating manner by Mrs. Morris. The great Southwest is a storehouse of pre-historic information. Doubleday, Doran & Company are the publishers.

* * *

C. T. A. Committee on Secondary Education

DR. AUBREY A. DOUGLASS, Head of Department of Education, Claremont Colleges

IN April, 1933, California Teachers Association created a state-wide committee for the study of the problems of Secondary Education, comprising a group in the Bay Region and a group in Southern California.

The personnel of the southern group is: Superintendent John A. Sexson, state chairman;

Margaret Bennett, A. A. Douglass, Eldon Ford, William S. Ford, Arthur Gould, John W. Harbeson, George H. Merideth, Nicholas Ricciardi, and H. S. Upjohn.

The northern group includes,—Willard E. Givens, Roy W. Cloud, Elmer H. Staffelbach, John C. Almack, W. W. Kemp, Frank F. Hart, R. E. Rutledge, E. W. Jacobsen, and Fred A. Rice.

At various meetings of the southern committee it was pointed out that a canvass should be made to determine centers in which excellent work is being done in teaching. Members of the committee expressed particular interest in efforts to integrate subject-matter, either by assigning a teacher to two courses, such as English and social science, with the understanding that units involving subject-matter from both would be arranged; or by having the teacher consciously use subject-matter from various fields. Interest was also manifested in directed study and in projects which connect closely with problems of daily life.

In order to discover these centers a canvass has been made of the junior, senior, and four-year high schools of Southern California. Letters have been sent explaining the purpose of the committee and requesting the names of teachers particularly interested in experimental teaching and in the problem of integration. Requests have been addressed to teachers for examples of their work. At the present writing, the canvass is only partially complete. Letters have been received from principals and teachers, indicating great willingness to co-operate in the project.

The responses indicate that great interest is felt in methods for improving instruction in the secondary schools in California. Many teachers are thinking about the problem of integration and a number are actively engaged in working out new subject-matter attacks. At the present writing more responses have been secured from junior than from senior or four-year high-school teachers. Indications are that the work of integration is going forward more rapidly in the fields of social science and English than elsewhere.

THE entire project involves the listing of the centers in which active effort is made to improve teaching and to integrate subject-matter, with comments to show the particular line of attack used in a given school. It involves a series of descriptions of units or projects that have been worked out in the classroom. A bibliography dealing with integration in secondary schools will be appended.

Correspondence will not be depended upon entirely. It is planned to send representatives of the committee to high schools for first-hand observation and discussion with teachers, superintendents and principals. It is hoped that a monograph may be produced which will summarize what is being done. The publication will contain suggestions for teachers who desire to visit centers where experimental teaching is in progress. The descriptions of integrated teaching should be helpful to any teacher interested in improving instruction.

Educational Radio Programs for December

*Compiled by ELLIS G. RHODE, San Jose, and PARKE S. HYDE, Los Angeles
Chairman C. T. A. State Committee on Public Relations*

Mondays

11:30-12:00 noon—American School of the Air. KFRC, KHJ
 12:00- 1:00 p.m.—Radio Guild Plays. KECA, KPO
 1:15- 1:30 p.m.—**Facts on Education, Los Angeles Educators.** KFAC
 3:45- 4:00 p.m.—The Human Story. History. University of California, KPO, KECA, KFSD
 5:00- 5:15 p.m.—Mindways: Stories of Human Behavior. KFI, KGO
 6:15- 6:30 p.m.—Behind the News, by Chester Rowell. KGO, KFSD
 6:30- 6:45 p.m.—Safety First. California Automobile Association. KECA, KPO

Tuesdays

11:30-12:00 noon—American School of the Air. Geography. KFRC, KHJ
 1:15- 1:30 p.m.—**Facts on Education, Los Angeles Educators.** KFAC
 3:45- 4:00 p.m.—Master Story Tellers. University of California. KFSD, KPO, KECA
 4:15- 4:45 p.m.—You and Your Government. KPO, KECA
 9:30-10:00 p.m.—Winning of the West. Dramatization of Pioneers. KFI, KGO

Wednesdays

11:00-11:30 a.m.—World Political Events. President Tully Knoles. KGDM
 11:30-12:00 noon—American School of Air. History. KFRC, KHJ
 1:15- 1:30 p.m.—**Facts on Education, Los Angeles Educators.** KFAC
 3:45- 4:00 p.m.—Lifelong Learning. University of California. KECA, KPO, KFSD
 6:30- 7:00 p.m.—**Los Angeles Educators Program Atola.** KFAC
 7:30- 8:00 p.m.—National Radio Forum from Washington, D. C. KGO

Thursdays

11:00-11:45 a.m.—Standard School Broadcast. Music Appreciation. KGO, KFI
 11:30-12:00 noon—American School of the Air. History of Music. KFRC, KHJ
 1:15- 1:30 p.m.—**Facts on Education, Los Angeles Educators.** KFAC
 3:45- 4:00 p.m.—Oceanography. University of California. KECA, KPO, KFSD
 5:10- 5:30 p.m.—San Diego County Teachers Association. KFSD
 8:15- 9:15 p.m.—Standard Symphony Hour. KGO, KFI
 8:30- 9:00 p.m.—**The Forge of Freedom. California Teachers Association and Atola.** KFAC

Fridays

8:00- 9:00 a.m.—Walter Damrosch. Music Appreciation Hour. KPO, KECA
 11:00-11:15 a.m.—Magic of Speech, by Vida Sutton. KPO, KECA
 11:30-12:00 noon—American School of the Air. Current Events. KFRC, KHJ
 12:00-12:15 p.m.—California State Department of Agriculture. KECA, KPO
 12:45- 1:30 p.m.—Commonwealth Club. Prominent Speakers. KPO
 1:15- 1:30 p.m.—**Facts on Education, Los Angeles Educators.** KFAC
 1:30- 2:00 p.m.—A Modern Columbus. Explorations of America. KYA
 3:45- 4:00 p.m.—Better American Speech. Radio Speech Council. Sarah Taft Teschke. KFI
 3:45- 4:00 p.m.—Body and Health. University of California. KFSD, KPO, KECA
 4:30- 4:45 p.m.—C. T. A. Southern Section. KFI
 5:30- 6:00 p.m.—March of Time. Drama of Current Events. KFRC, KHJ, KGB
 8:30- 8:45 p.m.—The Human Side of the News. Edwin C. Hill. KFRC, KHJ, KGB

Saturdays

1:15- 1:30 p.m.—**Facts on Education, Los Angeles Educators.** KFAC
 6:30- 6:45 p.m.—Education at the Crossroads. State Department of Education. KPO, KECA, KFI

Sundays

11:00-12:00 noon—Bible Dramatizations. KECA, KPO
 12:00- 2:00 p.m.—Philharmonic Orchestra. KFRC, KHJ
 3:30- 4:00 p.m.—**American Schools, National Education Association.** KECA, KFSD, KJR
 3:45- 4:00 p.m.—Engineering Thrills. KFI, KGO
 4:00- 4:30 p.m.—Community Forum from San Francisco. KYA
 5:45- 6:00 p.m.—Wonders of the Sky. Henry Hyde. KPO, KECA
 7:00- 7:30 p.m.—Your Child. Angelo Patri. KFRC, KHJ, KGB
 7:45- 8:15 p.m.—Makers of History. Historical Events Dramatized. KFI
 8:30- 9:00 p.m.—Death Valley Days. KGO, KFI
 9:15- 9:30 p.m.—Readers Guide, by Joseph H. Jackson. KFI, KGO, KFSD
 9:30-10:00 p.m.—University Explorer. University of California. KFSD, KPO, KECA

Cut out this page and hang it near your radio

The Deepening Crisis in Education

UNITED STATES Commissioner of Education George F. Zook has made public a summary of the effect of the economic crisis on education in the United States. Following is the summary based on recent information reaching the Federal Office of Education, most of which has been received directly from school officials, but some of which has been obtained through other national and state organizations:

Children Without Schools

100,000 additional children are deprived of educational opportunity this fall because of the closing of schools due to lack of funds.

1,659,000 children 6 to 13 years old are not in school in normal years.

521,700 children 14-15 years old are without schooling in normal years.

That means a total of **2,280,000** American children of school age, who, according to most compulsory education laws, should be in school, but are not!

Nearly **2000** rural schools in 24 states failed to open this fall. So far no city public schools are reported closed. Many private and parochial schools are closing. Sixteen institutions of higher education have been discontinued since last year. Estimates indicate that 1500 commercial schools and colleges have closed.

In some communities free public schools have of necessity become tuition schools, admitting only those children whose parents can pay the rate asked. For example, in one town of 15,000 population, grade school tuition was reported as \$3 per child per month; high school tuition **\$5.50** per month. In this town at least 200 children whose parents could not pay the tuition charges were being denied an education.

School Terms Shortened

Because of lack of available funds, 1 of every 4 cities has shortened its school term; 715 rural schools are expected to run less than 3 months. Reductions in school terms make worse an already bad situation. In normal years schools for 1,500,000 children were open six months or less per year.

New reductions of term in city schools have come on the heels of a constant succession of reductions. Terms in practically every great American city are today one or two months shorter than they were 70 to 100 years ago.

The school term problem is rapidly growing more serious. Prospects for the coming school year reported by some states are:

Michigan: 90% of schools will shorten hours.

Nebraska: 15% of schools will cut at least one month.

Missouri: 100 high schools, 1500 rural schools face early closing.

New Mexico: Most schools will have shortened terms.

Virginia: Many terms will be shortened unless emergency measures are taken.

Inadequate school terms for American children stand in sharp contrast to the school terms common for children in European countries:

United States	172 days
City	184
Rural	162
France	200
Sweden	210
Germany	246
England	210
Denmark	246

Low Salaries of Teachers Going Lower

Most people have a vague idea that teachers salaries are low. Few know how low they are. Almost no one realizes how low they have gone by comparison with other standards. For example: An unskilled factory worker laboring for a year at the minimum "blanket code" rate would receive \$728, which is little enough. One of every 4 American teachers is now teaching at a rate of less than \$750 per year.

Prospects for early closing of schools make it possible to predict that 1 of every 3 teachers will this year receive for expert services less than \$750; 210,000 rural teachers (about one-half) will receive less than \$750; more than 40,000 rural teachers will receive less than \$450. One of every 13 Negro teachers receives \$25 per month or less. In at least 18 states some teachers are being paid in warrants which are cashable at discounts ranging from 5% up.

Recent State Reports on Teachers Salaries 1932-33

Arizona: Reduced 20 to 40%. Additional reductions probable this year. Teachers have lost 10% in discounting warrants.

Colorado: Reductions range from 5 to 20%. More lost through discounting warrants.

Illinois: Reduced at least 10% and will be reduced more. Much loss from discounting warrants.

Iowa: One-half of all teachers (1933-34) will receive \$750 per year or less; legal minimum now \$40 per month.

Kansas: "Reduced perhaps to the extent of 30%."

Louisiana: Reduced 10 to 40%—average 20%.

Michigan: Have been reduced and will be reduced as much as 60% unless more aid is provided. Warrants have brought additional losses.

Missouri: One teacher in four in rural communities taught last year from 1 to 4 months without pay. Three-fourths of elementary teachers will receive less this year than the "blanket code" minimum for unskilled factory labor. Ten per cent of rural teachers have contracted to teach for less than \$320 this year; 97% will receive less than \$728.

Nebraska: Salaries reduced 40%.

Oklahoma: Salaries reduced approximately 24%. Great difficulties because of unpaid warrants.

Tennessee: Salaries down 25% this year.

Virginia: Practically all reduced 20%.

Washington: Average reduction 20%.

Curtailed School Services

Due to lack of available funds schools have been compelled to drop overboard services of long recognized value in building better citizens. Here is what happened in about 700 typical cities:

67 reduced art instruction—36 eliminated it.

110 reduced music program—29 eliminated it.

81 reduced physical education work—28 eliminated it.

65 reduced home economics work—19 eliminated it.

58 reduced industrial art instruction—24 eliminated it.

89 reduced health service—22 eliminated it.

One of every two cities has had to reduce or eliminate one or more services by which the schools have been helping future Americans to be healthier, to be abler homemakers, more competent contributors to the life of their communities, and more intelligent users of the new leisure.

More Children—Fewer Teachers

Approximately 200,000 certificated teachers are unemployed; 18,600 fewer teachers, it is estimated, are employed in city schools today than in 1931. Thousands more have been dismissed from private schools and colleges. Small percentages of graduates of teacher-training institutions are finding positions.

If we decided to operate city schools today with the same number of pupils to a teacher

that we had in 1930, it would be necessary to hire more than 26,000 additional teachers.

If we decided to provide education for the 2,280,000 children 6 to 15 years of age not now in school, it would be necessary to add 76,000 teachers.

Thus, if the United States were really determined to give all of its children the minimum essentials of a modern education, it would be necessary to engage one-half of all certificated teachers now unemployed.

Businesses that increase take on more help. School enrollment has increased more than a million since 1930—but the number of teachers, city and rural, decreased more than 30,000.

Teachers are unemployed, but classes grow larger. One state has 44 pupils per teacher. The average for five states is more than 40.

Teachers are unemployed despite the fact that more than 1,500,000 children will this year be taught six months or less.

More Children—Less Money

728,000 more children were enrolled in high school in 1932 than 1930; 115,000 fewer children were enrolled in elementary school in 1932 than in 1930 (the first decrease in the history of the country). Net gain: 613,000 pupils. This is more than the entire population of Montana. It is more than the combined populations of Atlanta, Des Moines, and Salt Lake City. It is more than were enrolled in all our public high schools in 1900. Today 93 of every 100 city children enroll in high school; 55 of every 100 rural children do likewise.

Abolition of child labor in industry by the NRA, it is estimated, will put another 100,000 children on the high school doorstep. In one small Southern town it added 137 pupils.

Any industry faced with rapid increase in business would expect an increase in total operating costs. But schools, forced to carry an increased burden, are required to carry on with less funds.

Our nation's schools are endeavoring to give adequate instruction to an army of pupils increased since 1930 by more than 1,000,000 pupils on funds decreased about \$368,000,000. Both city and rural school current expenses have been cut about 20% since 1930, it is estimated.

To teach approximately 25,000,000 public school pupils the United States three years ago spent \$10,700,000 for current expenses per school day. This year the schools are teaching a larger number of children on \$8,600,000 per school day, a decrease of \$2,100,000 per day.

Per capita cost of current expense for public education in cities was cut 22% from 1932 to

(Please turn to Page 51)

Public Schools Need Federal Aid

THE recent national conference on the financing of education emphasized the grave need for federal financial aid in support of the public schools.

Dean William F. Russell, Teachers College, Columbia University, delivered an address on the subject of federal aid to public schools.

He stated that "substantial financial support by the Federal Government of the educational programs of the states has been needed for many years past; that it has become increasingly necessary because of the development of the Machine and Power Ages, and that the depression of the past four years has made it imperative."

Dr. Russell pointed out that financing by the national government "is in accord with the development of the policies of our government with respect to education; that it is quite in agreement with our plans for aiding agriculture, manufactures and commerce, and that instead of constituting a break with tradition or being the introduction of a practice foreign to the operations of our government, it is completely in harmony with the spirit of the fathers of the Constitution."

Dr. Russell continued: "We note riches in one district, destitution in another; many children in one, few in another; great wealth and few children in one; poverty and many children in another. With a given effort in proportion to real wealth, one community furnishes a hovel for a school building, a short term of school, a poorly-trained teacher and ancient textbooks. In another there is a modern fireproof school building, a long term, a trained teacher, adequate equipment."

The speaker asserted that the time will come when a proper national study will

be made of school finance and the full facts will be known.

"It is obvious," he declared, "that great educational injustices will be revealed, inequalities in ability to pay, and these difficulties will be remedied only when a far larger proportion of school revenues comes from the Nation as a whole.

"When the bulk of the wealth was in real property there was a rough and relatively steady relation between the location of taxable wealth and the location of educational expenditures. A factory brought wealth to a town. It also brought many children. Wealth was scattered on the farms. So were the prospective pupils. Inadequate as the general property tax may have been in an agrarian civilization, it has become definitely worse as we live in a Machine Age and approach the Power Age. No longer are our wants supplied locally.

"The concentration of capital in the Machine and Power economics has increased the disparities in the abilities of the states to support education by means of the taxing systems now commonly in use. Only in the nation, as a whole, does the power rest.

* * *

Many Teachers at \$7.70 a Week

Dr. William T. Foster, director of the Polak foundation for economic research, addressing the annual meeting of Iowa State Teachers Association, declared that "under the NRA, Education is the forgotten cause; the Teacher is the 'forgotten man'."

Demanding a NRA code for teachers, Dr. Foster asked:

"What kind of worker can be hired under NRA for \$7.70 a week? Not a mill-hand, nor office-boy, nor dishwasher, nor plumber's helper. But \$7.70 a week is the average wage of more than half the teachers in a number of states."

The School Situation in Other Countries *

I. L. KANDEL, *Professor of Education, Teachers College, Columbia University*

IN a lecture which he gave in New York a few weeks ago Dr. Paul Monroe, now chancellor of the two American colleges in Istanbul, made the statement that he felt as if he had come from countries in the Near East where faith in education is a reality, to the United States, which seemed to be losing this faith.

All signs seem, indeed, to point to this—that the country which from the establishment of its present form of government has furnished to the world the most concrete example of a widespread belief in education is at the first real test ready to surrender it.

One of the rocks upon which American democracy has been built is being shattered to splinters at the first repercussions of the depression.

That some retrenchment would be inevitable was clear to all, even to those who knew that the country as a whole had not been extravagant in its educational expenditures, which amounted to but 3% of the national annual income, but that the first result of the depression would be an attack on those who can not help themselves—on teachers and children—was one of the greatest surprises of the day.

Not only is the present attack on all education under the guise of fads and frills surprising to those who know that in the United States more than in other countries the provision of education has followed the demands of the public, not only is it a complete reversal of the faith in education which has been professed for a century and a half, but the attack is the more astonishing because it does

not find a parallel in any other countries in the world, even in those which have been under the pall of depression for nearly a decade.

I doubt whether there is any other country in the world, except those in which the practise has always been normal, where there has been any default in the payment of teachers salaries.

I know of no country in which children have been deprived of their right to education by the curtailment of the school year.

In most of the leading countries of the world the opportunities for secondary education are being increased, and everywhere it is accepted as a definite policy that whatever sacrifices are being made must not be made at the expense of the rising generation. Everywhere there is recognized the obligation of preparing for better times by retrenching as little as possible in education.

In Russia, in Italy, in Turkey, in Mexico, extensive and successful campaigns are being conducted to eliminate illiteracy by the provision of schools for the young and for the old.

In France the proposal to extend the period of compulsory school attendance to fourteen with the addition of compulsory part-time education beyond is being seriously entertained. The opportunities for post-elementary education are being increased in Italy and in France, and in the latter country fees in the traditional secondary schools, the lycees and colleges, began in 1929 to be abolished year by year, and it is expected from an announcement made by the Minister of National Education, M. A. de Monzie, that the process of abolition would be speeded up and fees be abolished this year.

Teachers salaries in France have been

*Excerpts from an article in *School and Society*, vol. 38, no. 976; reproduced here through courtesy of the author and publishers.

periodically readjusted since 1918 to the cost of living, the school term has not been curtailed, and no school has been closed except under conditions which would have been justifiable in normal times.

No Unemployed Teachers

Because there has always been an adjustment between supply and demand, there are no unemployed teachers.

The situation is the same in England. Although teachers salaries have been reduced from the original Burnham scales in 1921, owing to a decrease in the cost of living, the purchasing power of the salaries, despite the reductions, has not changed very much in the intervening period.

There has been a slight increase in the size of classes, due partly to a tendency to reduce staffs and partly to irregularities of the birth rate, but the average for the country as a whole is less than 40 in elementary and under 30 in secondary schools.

The number of unemployed teachers is at present comparatively slight, and although there is some anxiety about the future of those who are completing their period of preparation this year, the situation is not as tragic from the point of view both of inexperienced and experienced teachers as in the United States.

In general, despite comparatively slight reductions in appropriations for education and in teachers salaries, it may be stated categorically that from the point of view of educational provision and with it the provision of social services in the schools, no child has been seriously affected and England does not seem to be threatened with that disintegration of the educational system which appears to be imminent in the United States and which prompts one to ask, "Where is the boasted and traditional faith in education and educational opportunity?"

I have presented examples from countries which in the United States have

been regarded from the point of view of education as conservative, reactionary and class-ridden.

In none of them can there be found a parallel to the ruthless treatment of children, schools and teachers; in none of them is there an instance of the wholesale dismissal of teachers, the non-payment of salaries and a vast army of unemployed men and women prepared to teach but without positions available for them; in none of them have the schools been closed for a single day in order to save money; and in none of them is a pupil of ability deprived of his rightful claim to continued education.

From the short-sighted policy which seems to be spreading in the United States the country must inevitably suffer; it will cost more in the long run to make up for the defects which must result from failure to turn out an enlightened public—ignorance is always a heavy burden for any nation to bear not only in crime but in the social and political manipulation to which it is subjected.

As to the teachers, the United States needs to be reminded of Lloyd-George's statement, when he pleaded for improved professional remuneration for teachers nearly 15 years ago—a discontented teaching profession is a menace to the country.

Robbing Little Children

To educators and enlightened citizens of the country, who realize the injustice of using the present situation against those who are helpless, the present situation is a challenge, first, to give reality to the professed American faith in education, and, second, and today perhaps more important, to study the social, political and economic life of the country to discover wherein lie the defects not of the form but of the practise of our government and administration.—School and Society.

The Crisis in Education

JOHN K. NORTON, *Chairman*

Joint Commission on the Emergency in Education, Washington, D. C.

A VARIETY of forces growing out of the depression have operated recently to clarify thinking as to the relation of the Federal Government to education in the current crisis.

First, we have the progressive breakdown of school systems in increasing areas. In November 1932, only 40 schools in the nation were actually closed. Enrolled in those schools were barely 100 children.

By April 1, 1933, these figures had grown to 5825 closed schools, enrolling nearly a half million children. It is now estimated, on the basis of a county by county survey just completed by the joint commission, that by April 1, 1934, there will be 20,306 schools closed, enrolling more than one million children.

During the current school year 209,573 teachers will receive less than \$750, that is, one teacher in every four will receive a wage which is lower than the minimum fixed in the industrial codes for unskilled labor.

Present tendencies indicate that the break-down of public education will soon involve not a small but a substantial percentage of the children of the nation.

A second fact which stands out clearly is the increasing recognition of the crisis in education by responsible administrative officials in Washington. The various emergency acts are being administered with the long-time social point-of-view.

The various recovery acts now on the books are being interpreted so that federal funds are becoming available for the relief of education insofar as their terms permit. The President in his recent address on education stated: "This crisis can be met, but not in a day or a year,

and education is a vital factor in the meeting of it."

We should take the President at his word and in a spirit of co-operation discover how education may play a more dynamic role in solving social problems.

Obviously education cannot be the vital factor that it should be, if any appreciable portion of the schools of the country are closed, or are on the verge of closing, and if a large part of the remaining schools are operating under circumstances which seriously weaken their effectiveness.

Third, there is a growing realization that current educational problems cannot be met without the co-operation and assistance of the Federal Government. There has never been a time when such a substantial proportion of the school people of the nation, and when so many outstanding citizens in all sections of the country, agreed on this point. Great metropolitan newspapers and national magazines are beginning to reflect public opinion on this point.

An article in Harpers Magazine for November 1933 contains this striking paragraph:

It may be true, as I recently heard a tax expert insist, that we must wreck our educational system in order to get an intelligent tax system and a decent social order. It may be true. But it is a crying shame that the children have to foot the bill.¹ (See Page 21.)

Children will not have to foot the bill. Already blue-prints are being drawn as a basis for reconstructing certain portions of our educational structure which have long been known to be obsolete and inefficient. It is encouraging to report that the Federal Government is aware that the problem exists, and is anxious to co-op-

erate and assist in accomplishing the educational improvements which the crisis has clearly shown must be made.

1. Strictly speaking, the depression caused none of the social collapse in which we have been smothering during the last two years. It has merely revealed the rotten timbers in the social structure.

It did not cause the bank failures—they were caused by a bad banking system which had been bad for years.

It is not wrecking the schools. It is only allowing such factors as antiquated tax systems, unjust and mismanaged tax systems, outworn forms of local government, bad banking practices, vague educational aims, pallid teaching methods, and a general feeling that education was becoming too high-falutin', to have their natural effect upon the schools.—From "Deflating the Schools" by Avis D. Carlson in Harpers Magazine, November 1933.

Child Labor Day

Following its custom of nearly 30 years, the National Child Labor Committee has designated the week-end of January 27-29 as the period for the observance of Child Labor Day. It is estimated that the industrial codes have released 100,000 children under 16 years from industry. Another 30,000 boys and girls 16 to 18 years have been removed from especially hazardous work. On the other hand there are still approximately 240,000 children under 16 years working in occupations not covered by codes. These children are employed largely in industrialized agriculture, such as the production of sugar-beets, cotton, tobacco, and truck-farm products, in street trades, especially newspaper selling, and in domestic service.

The National Child Labor Committee, 419 Fourth Avenue, New York, N. Y., offers to send free of charge publications and posters for use in Child Labor Day programs.

Little Black Sambo in a Modern School



Here is the story of Little Black Sambo, as expressed by a kindergarten group in an Atlanta, Georgia, school. An inexpensive strip of newspaper (18 by 6 feet) was used. All of the class participated in this piece of creative work.

As the painting developed and the figures came to life under the stroke of the brush, the group standing by created a most delightful atmosphere. The gleam of the eye, the bursts of laughter, the conversation and humor constituted a most joyous stimulant and enrichment. Cut courtesy of Childhood Education, Washington, D. C.

California Teachers Association

Statement issued by C. T. A. Bay Section

1. What is California Teachers Association?

It is the one State organization in which all teachers are affiliated to promote education and better schools.

2. What is its organization?

It is an incorporated affiliation of six Sections: North Coast Section, Northern Section, Bay Section, Central Section, Central Coast Section, and Southern Section. The affiliation was effected in 1909.

Each Section has its own constitution and a deliberative body known as its Council in which most of the policies of our education program are initiated.

The activities of the Central Office of the State Association are authorized by the California Council of Education which is a body of representatives elected by the Councils of each Section.

The State Council annually elects nine directors who administer the policies of the Council throughout the year.

3. What are its aims?

C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and strives to prevent adverse legislation.

Through a period of almost a quarter of a century, the many activities of the Association in the interest of better schools for the boys and girls of this State and for teacher welfare have created a good will and a strength which is felt and regarded throughout the State.

4. What are the benefits?

a. Opportunity to participate in professional growth and in Association activities. Each Section Council is democratically organized which gives representation to each and every member.

b. Teacher placement service. The placement offices in Berkeley and in Los Angeles were established more than ten years ago. A notable service has been rendered.

c. The official journal, Sierra Educational News, rated one of the best Association magazines in the nation.

d. Advice and assistance, legal, professional and general. The Central Office retains a legal

advisor. Thousands of members annually secure advice and counsel for the asking.

e. Mark Keppel Loan Fund. Many Association members in dire need during recent months have been assisted through loans from that fund, which is administered through the Central Office. The Bay Section also has a small loan fund for extreme emergencies.

f. The Research Department very ably furnishes information, reports and data for the use of all members.

g. Publicity material is furnished to the newspapers, keeping the public informed on school problems.

5. Recent accomplishments of C. T. A.

a. Increased State financial support for State school system.

b. Kindergartens recognized in district unit.

c. Junior College support increased.

d. Successfully combatted attempts of organizations which sought to curtail the educational opportunities of the youth of California by defeating such adverse legislation as the following:

1. Decrease of State and county aid.
2. Discontinuance of State's contribution to Teacher Retirement Fund.
3. Attempt to divert Permanent School Fund.

4. Attempt to change form of school system thus creating new districts and eliminating all teacher tenure status.

5. Attempt to deprive school boards of budget determination.

6. Department of Classroom Teachers—C. T. A.

A Department of Classroom Teachers similar to the N. E. A. Department of Classroom Teachers was officially organized under sanction of the California Council of Education in April, 1932.

7. The future holds problems.

Unsolved problems should be faced squarely and solved co-operatively. Committees, both standing and special, are meeting regularly and report progress. Now is the time to prepare for the next legislative session. Work well done now may save misunderstandings later.

8. C. T. A. continues to study Tenure.

Our Tenure Committees are now preparing

data which will help in a better understanding of tenure.

9. How much are the dues?

Membership costs 300-365ths of a cent a day, or \$3.00 a year. The fee is divided. Two dollars are forwarded to the Central Office to support the activities of the State committees, while \$1.00 is retained by the Section to meet cost of local activities.

To do the work of the Association requires money. It can be done for all at a moderate expense to each. The advantages which result from the work of the Association flow in almost equal measure to those who join and to those who refuse to join.

It seems that the fine sense of justice which rules in the lives of all of us, should inspire each member of our profession to join the California Teachers Association.

10. Why should I join?

Every group in society anxious to improve should and usually has organized as a single unified group since through unity comes power to achieve desired results.

For Elementary School Teachers

"Management and Teaching Technique in the Elementary School" by George A. Retan is divided into six major parts: 1—A point-of-view in education; 2—the basis for technique and management; 3—management; 4—the technique of teaching; 5—the school in the community; 6—the teacher in the school. It has an extensive bibliography. Prentice-Hall, Inc., New York, is the publisher.

Alfred A. Knopf, publisher, has recently brought out four books for children.

1. *"The Hen That Kept House"* by Emma L. Brock is for little children. It tells happily of children of the Basque country.

2. *"Danger Circus"* by Raoul Whitfield is a thrilling story of rivalry and revenge in the circus. The author is known for his adventure stories and mystery stories.

3. *"Glory of the Seas"* by Agnes Danforth Hewes is a swift tale of the days of the clipper ships.

4. *"Indian Gold"* by Orin Mack tells of adventures in the Sierras and the Mono, Inyo and Nevada country.

These story books are all attractively printed and illustrated.

Good Schools in Bad Times

WHEN trouble comes we turn to fundamentals. Home becomes dearer. Neighbors and friends mean more. We understand better the mission of the church. We appreciate the services of the school. If schools are a blessing in good times, they are an imperative necessity in bad times. They safeguard the health of the child; they fortify the home; they give hope and encouragement to citizens who are the victims of misfortune but who can take satisfaction that their children are cared for. The schools are ourselves working together in the education of our children. When times are hard we need to make that education better—to take more seriously our common task of preparing the young for life.

Times which suggest retrenchment call for increased safeguards for schools. Next to food, clothing, and shelter, they stand between us and chaos. Let us prepare and improve our schools. Let us keep the children first.

Taxes are the price we pay as citizens for such services as schools, playgrounds, parks, streets, police, and courts. Whenever we cut taxes we must reduce some of these services to ourselves. Our public services—in proportion to their basic importance—are probably the least expensive services we buy.—National Education Association, Washington, D. C.



California's Party

A patriotic program, suitable for school observance.

PAULINE J. EDWARDS, Grade 4B, Grant School
San Diego; Frank Y. Van Valin, Principal



Editor's Note—Limitations of space forbid reproduction in full of Mrs. Edwards' excellent play. The following selections will be of practical help to many teachers.

Curtain on stage down. Boy dressed as Uncle Sam enters auditorium at back. Goes up aisle saying:

I'm old Uncle Sam! Oh! I've been so busy, I have so many children, and so many things to look after! It seems strange to me that my big child California should hold a party right at this busy time. California is such a large sunny child! I suppose she sees sunshine where some of the other states don't. It's nice to be able to spread sunshine!

Curtain goes up.

Oh! my children must have arrived here ahead of me!

Forty-seven children representing 47 states are sitting on stage, and one vacant chair, also a vacant chair in middle for Uncle Sam. Children stand and sing patriotic song while Uncle Sam takes his place.

California: Welcome dear old Uncle Sam! We couldn't have a party without you!

Uncle Sam: It looks like all the states have arrived. Let's call the roll.

Each child has a map of the state which he represents and which he puts in place in an outline map of the United States.

Uncle Sam: Oh there is one missing! One of the smallest of my children! One of the smallest States in the Union.

Rhode Island, comes in crying: I'm so little and I had such a long way to come!

Uncle Sam: Well, we couldn't have had the party without you! Each child in a family has his place, and each State in this Union is dear to my heart. Just see what a vacant space you would have made, if you hadn't come!

New York: I believe this is a good time for rejoicing. It was fifteen years ago since the Armistice was signed which ended the terrible war.

Iowa: Since then we have all seen our people suffer, especially during the last three years.

Washington: But now we are all getting together to help our President to carry out his ideas.

Uncle Sam: These suggestions make me happy. I knew the grown-up people would help and now the children will help. California, I am proud of you for calling these people together.

States sing, "I Love You, California."

California: We in California are so glad to be under the Stars and Stripes. You know we have had several flags in this fair land:

The Spanish Flag—Child holds up one

The Bear Flag—Child holds up one

And now the good old Stars and Stripes

California was settled before the Pilgrims landed at Plymouth Rock. See the lovely old missions which are a part of our history, bathe in our lovely ocean and enjoy the mountains.

Mississippi: We are glad, California, to have come to your party. As we each go to our own home we are glad we know each other better and that the Blue Eagle is holding us together under these dear old Stars and Stripes.

Audience stand: All salute flag led by Uncle Sam.

Sing America.

Costumes—States ordinary clothes with Blue Eagle pinned on chest. Child can hold miniature state in hand, or could be worked out as a hat, and then hang up hats as they put the State on the large map.

Uncle Sam—Simple U. S. suit.

If older children wished they could make sunflower for Kansas to wear, etc.

Songs—About three songs could be sung as states put up small state on map. Example: "Iowa, That's Where the Tall Corn Grows."



School Teachers Credit Unions

LEO H. SHAPIRO, *Attorney for the Credit Union National Extension Bureau
and Author of the California Credit Union Law*

OME three or four years ago there was organized in California the first teachers credit union, known as the San Diego Teachers Credit Union. This has been very successful and since that time teachers credit unions have been organized in other parts of the State.

There has just been concluded the organization of two credit unions which promise to be of great importance in the development of further school teachers credit unions in California. These are known as the Los Angeles Teachers Credit Union and Credit Union California Teachers Association, Southern Section.

The Credit Union is offered as a practical agency to teach and practice orderly thrift and to educate the masses in the management of monies. This is one agency, of which it has been said that it has helped our citizens to elevate themselves by their own boot straps, teaches people how to help themselves.

In the year 1927, California adopted a Credit Union Law providing for their incorporation powers and supervisions. Since that time there have been organized within this State some 60 of these institutions among city employees, department stores, postal employees, railroad groups, school teachers, industrial units, and the like.

What, then, is a credit union? It is a co-operative society intended to supply its members with a simple, convenient system of saving money and making it possible for members with their own savings and under their own management to take care of their own short term credit problems at a legitimate rate of interest.

In the United States, it has been said that only 15% of the estimated population enjoy bank credit. What is the result of lack of credit accommodations for those who are entitled to it in times of emergency? Thousands are paying tribute to the usurers. Investigations made by the Russell Sage Foundation show interest rates at from 260% to 2600%.

Obviously this condition could not exist were credit resources at legitimate rates of interest available for the masses. Usury can be eliminated only by the creation of a source of credit at legitimate rates of interest for the individual seeking and deserving credit, who, lacking normal credit resources, is forced to have recourse

to the private lender operating at exorbitant rates.

The underlying principle of the credit union is the accumulation of the savings of a group of people, the investment of the accumulation in loans at legitimate rates of interest to members of the group, and the management of the resulting business by officers chosen by and from the members of the group, in meetings of the group. No one outside the group has anything at all to do with it, directly or indirectly.

Membership is determined by (1) identity with the group in question and (2) subscription to at least a single share of the stock of the credit union, which share has generally a par value of \$5 and may be paid for in cash or in installments of \$1 a month.

The credit union may also receive deposits. In making payments upon shares, the saver develops a fixed habit of saving. By the time a member has his first share paid for he has acquired this habit and goes right on subscribing for more shares. Incidentally, thereby the member is increasing his credit capacity by developing his own security.

In 1917, 18 employees of the New England Telephone Company in Boston formed such a society, each original member making a small share subscription, the total original collection being less than \$20. Nine years later, 14,000 employees of this one company are credit union members with a total savings of \$1,500,000.

By this method funds are accumulated and credit resources for the members of the group thereby automatically created. Loans are made for provident purposes exclusively to the members, which loans are repayable in installments, generally on a weekly basis of 10 months duration.

The management is in the hands of (1) a board of directors, (2) a credit committee and (3) a supervisory committee, all chosen by and from members. The officers—president, vice-president and secretary-treasurer—are chosen by and from the board of directors. Members of the board and of the committees may not borrow in excess of their holdings nor endorse for borrowers.

As a general rule, no one is paid for their services except the treasurer, who is the manager, and is paid what the members determine.

As credit unions grow larger, however, such clerical services as may be needed are employed. Thus, in the credit union the member turns for credit, not to the professional lender, but to his fellow-worker; he unites with his own associates; they pool their savings, they use the resulting accumulation solely for the benefit of those to whom it belongs, namely, for the benefit of the savers.

There is no invested capital on which a preferred dividend must be paid; there is no incentive to usury as the funds invested are the joint funds of the members, most of whom at some time or other must turn to the funds for credit. There is no large overhead expense; there is capacity for correct credit diagnosis.

The result of it all is that loans are made at normal rates of interest. Credit unions succeed when the plan is properly applied; by the same token they fail when improperly managed. In the credit union most of the work is done unselfishly.

The Credit Union has a long and honorable history, having originated in Germany about three-quarters of a century ago, in which country there are now over 50,000 credit unions. The plan spread from Germany all over the world. There are literally thousands of successful credit unions in such countries as Belgium, Germany, Switzerland, Czechoslovakia, etc.

School teachers have been an easy prey for loan sharks. First, school teachers have been found to be absolutely honest and repay their obligations, and are therefore considered a highly preferred risk, and secondly, they are easily imposed upon because of the fact that they are inclined to be timid and as a class easily exploited in money matters.

School teachers have demonstrated, however, that once they learn to overcome their timidity and once they commence to manage a credit union, they can be successful in the handling of money matters.

Some time ago 23 managers of credit unions among teachers reported a combined membership of 4736 teachers and assets in excess of \$500,000, out of which there was reported outstanding loans to 2200 of the teacher membership, in the total sum of \$481,000.

Credit Unions work well in groups of from 50 to 15,000. Its loans are divided into two classes (a) remedial loans—made necessary by sickness, death, unemployment and similar emergencies; (b) constructive loans—which includes helping members to buy small business or to finance business until the borrowing member's means grow to banking size, to help build, buy, main-

tain, repair and pay the taxes on homes, to assist members to buy co-operatively, and any sort of loan which promises to improve the borrower's status or position in life.

Credit unions have made substantial progress in the United States during the past five years. Some 35 states have enacted laws for their organization. There are now over 1800 credit unions in the United States, fighting the loan sharks. They have over \$50,000,000 in assets.

Credit unions are not experimental. They have a fine record for safety. The United States Postal Department through its personnel department is sponsoring credit unions all over the United States. There are now over 298 of these institutions among postal employees. They do a small loan business of over \$6,000,000 a year.

Postal Credit Unions

In California the following post offices have credit unions: San Diego, Los Angeles, San Bernardino, Pasadena, Fresno, Stockton, San Jose, San Gabriel Valley, Oakland and Sacramento. All of these postal credit unions demonstrate what can be accomplished by orderly savings.

Oakland Postal has assets of \$120,000 originating from a humble beginning. Los Angeles Municipal group have over \$150,000 in assets.

They are supervised by the Corporation Department of this State to insure safety of operation. They have a remarkable record for safe operation. Since their organization in the United States approximately 10 years ago, Postal Credit Unions have made loans in excess of \$20,000,000 and have lost but \$4172 in their entire life of operation, which is a remarkable tribute to the honesty of the mass.

The maximum rate of interest charged is 12% upon unpaid balances. Loans under \$50 need not be secured. Over \$50, security is required; such security may be the endorsement of one or more members. A reserve fund of 20% of the earnings of the credit union is set aside to insure against losses. A dividend of 6% generally is paid upon shares.

Shares are redeemable by giving the credit union notice if required 60 days before redemption, provided the credit union is solvent and the withdrawing member is not indebted to the credit union.

In California the maximum loan is limited to \$2000, and maximum holdings of any person in the credit union is limited to \$2000. Three or more persons may form a credit union. Not a dollar can be paid for promotion, either in the

sale of shares or in the procurement of members.

Since the Bank Holiday practically every credit union in the United States has re-opened. Their record during this depression demonstrates their durability. They have come through it without a single failure in spite of the fact that in 1932, which has been said to be the worst economic year in the history of the United States, over 472 new credit unions were organized. This demonstrates that this is one of the fastest growing institutions in America.

In conclusion, it may be said that the credit union offers the solution to the worker for his small loan problem. Further, the credit union is a kindergarten school and the subject taught is the businesslike management of money. Such teaching is essentially preliminary to the businesslike management of any other type of co-operative enterprise.

Finally, if we are properly conscious of the very definite obligation we owe to the day and generation beyond our own, we need not particularly assume the role of prophet to foresee the significance of co-operative credit as a contribution to that eventual objective, a closer attainment of the brotherhood of man. For the credit union teaches the individual that by working intelligently with his brother he may the more readily make the far objectives.

* * *

California Scholarship Federation

THE annual conference of the California Scholarship Federation, representing 254 California high schools, was held at Vallejo in October.

This organization came into being 12 years ago. It has as its chief aim the fostering of high standards of scholarship and general attainment

on the part of students in California secondary schools. To this end carefully supervised chapters are organized in any high school desiring to affiliate with the federation. A high standard of continued achievement is demanded of student members of such chapters with the gold seal of the federation the coveted reward of merit.



Miss Mabel Lindsay

Notable work has been done by this organization during the past few years in securing tuition

scholarships for its seal bearer graduates to colleges and universities; 13 such awards were offered last year.

Mabel Lindsay, recently elected president of the federation, is a member of the Compton Junior College faculty and has been actively engaged in the work of the federation for the past six years.

* * *

E. V. Cain, district superintendent, Gridley Elementary Schools, reports that once again the Gridley Elementary Schools are enrolled 100% in C. T. A. This is the tenth consecutive time that this has occurred.

* * *

Adolph Spiess, principal of Maxwell Union High School, reports that the entire faculty of the school has joined C. T. A. 100% for 1934. They have been 100% each year for many years.

* * *

The N.R.A. Code

REFFERRING to NRA Code for Schools published in Sierra Educational News, September 1933, pages 11-12, and the statement appearing in October issue, page 14, we present a further statement, received from Dr. John K. Norton, chairman, Joint Commission on the Emergency in Education.

"Although the NRA could not see its way clear to legally accept and supervise a School Code, and treat schools as industry, many schools are going forward with plans of their own. School boards seem as anxious as teachers for schools to do their part. Some are formally adopting the Code. Others are trying to carry out the spirit of it in an informal way. The State of Utah has adopted the Code."

* * *

Christmas Program Material

Suggestions and ideas for your Christmas Program this year, emphasizing goodwill among all nations, have been prepared by the Womens International League.

This pamphlet is one of a series of similar publications and contains suggestions for songs, plays, games and other entertainment suitable for school purposes. Definite program arrangements are given with an index of where the suggested material is available.

The leaflet may be obtained at cost (5 cents) by applying to Womens International League, 1924 Chestnut Street, Philadelphia.

Sanity in School Finance

*Excerpts from an address by H. S. UPJOHN, Superintendent,
Long Beach City Schools*

THE basic principle of sanity in school finance is this: The school should not be wasteful of money in getting its proper work accomplished in a satisfactory manner. While this principle, doubtless, will meet with approval from all reasonable persons, we may not all agree upon the details of its application. If we wish to plan for the application of this or any other principle, we must agree upon the meaning of the terms used.

What Is the Proper Work of the Schools?

We do not expect to find an answer to this question which will be uniform for our different states or even for our different communities. No fact is more apparent than that of which the educator is growing more acutely conscious to-day, namely, that our world is no longer static, fixed, constant, and unchangeable. The rate of change in the world is greatly accelerated over the rate of a few decades ago.

Our problem must be answered in terms of a changing world and for a specific geographical area. We may not say that the work of the schools is the same for Long Beach as for Downey. It is not the same for a kindergarten that it is for a junior college.

The answer is neither simple nor easily found. Whatever answer we do find will be in the nature of a compromise; for those who help to answer it have widely different opinions and expectancies. And they are in numbers not twenties or hundreds but millions of persons.

To further complicate the problem the educator is finding out that the work of the school is not the same for any two individuals. To teach the multiplication tables to Johnny may be an easy task, requiring almost no "method" and but little time. To try to get the same result for Henry may be slow, tedious, and ultimately disappointing in its results.

Nevertheless, the educator must come to some sort of an understanding with this public. If one dips into the history of schools, he discovers no uniformity of demand.

Davidson in his "Education of the Greek People" says that "The aim of education is to make men intelligent and moral beings." This sounds simple and straightforward, but if I opened the question as to the meaning of intel-

ligence and of morality, we might find difficulty in reaching uniformity of understanding.

There is no originality in the observation that a person can be a past master of the three R's and still be the most dangerous criminal alive. One can also be highly intelligent, as some view intelligence, and still be crooked and unregenerate. But what have the schools to do with morals? Is Davidson right that "the aim of education is to make men intelligent and moral"? If so, our problem is very different from one of simple instruction in the rudiments of learning.

If we should inquire as to the Greek solution of this problem, we would find that they recognized two large areas of responsibility which belonged to the school, namely, means and ends—or the practical arts and the fine arts. For the slave classes, the practical arts were solely appropriate; for the aristocracy, the fine arts were all but solely appropriate. Among ourselves, we do not consent to the idea that there is a slave class and a distinct aristocracy. We must, therefore, make available to all both the practical arts and the fine arts.

In America, we have fallen into a habit of thinking that we go to school to study certain subjects. Anything else is a fad or a frill. Unfortunately, we are finding that children may study subjects without becoming intelligent and they may study more subjects without becoming moral. Our problem is this: Is our real responsibility to offer courses or is it to make intelligent and moral men and women? I anticipate the reply to some. Let the home do this, or the church do that, but let the schools teach the three R's and do it well and let their job be that.

So far as the school teachers are concerned, I am sure that they are quite willing to accept this verdict. But they are not willing to have society allot to them enough money only to pay for the teaching of the three R's and still have their work judged by the demand that they produce intelligent and moral men and women.

The school administrator can never properly help to solve the question of school cost until he is given a wider range of power than is now the case. We must recognize the fact that many children do have an inability to profit by the usual offerings of the school and we should permit the segregation of these children when-

ever they show an inability to do normal work advantageously. The law must empower the school authorities to make the necessary segregations.

Moreover, if we are permitted to segregate the students into those whose work should be in the practical arts, and those fitted for the fine arts, we, as school authorities, must have the legal power to limit the services given to each group to that kind of service by which the child is able to profit. A corollary of this pronouncement is that ages of entering and leaving school be fixed by ability to profit by the schools offerings rather than upon chronological age.

Comparisons Must Be Fair

If we are ever to find out which school is returning value for its share of taxes provided, we must develop and maintain a system of cost accounting, correctly segregated as to types of costs, so that the unit cost shown will not be compared with a unit cost elsewhere composed of wholly different items of expenditure. To summarize this point, we may say that the public and the school must agree in each community upon what the school is to do and to estimate the efficiency of its work only when the full demand is related properly to the cost involved. Comparisons with school costs in other communities must be based upon comparable cost accounting.

It is natural that, as a taxpayer, our first thought of measuring the work of the schools shall be in terms of money. Sometime ago our local group of administrators (Long Beach) held a conference with a committee representing the Chamber of Commerce. One member of this committee continually reverted to a demand that we furnish him with the per capita cost of education in Long Beach. His one thought was to compare this figure with another figure which had been furnished him by his local taxpayer's group.

It was all but in vain that we requested a statement as to what the figure contained which he had in mind. Did it include kindergarten, junior high school, junior college, what was the length of the school term, what salary scale for teachers was in effect, was any capital outlay included, were inter-district rents and tuitions a factor, and what demands of the state law must be met, were any special services provided, any home teachers, shops, transportation, cafeterias or liability insurance?

Finally he agreed that his figure was not sig-

nificant unless such comparisons could be fairly established.

But even more significant is the fact that this gentleman felt that the only matter of interest was the per capita cost. If this was low we were doing a good job of administration. If it was high we were fit subjects for inquisitorial examination. It had not occurred to him that the amount of service and the varying types of service should be weighed, evaluated, and given a place in the statement of assets and liabilities.

More especially had he been unconcerned as to the quality of the product which the schools of our district were producing.

Is there any way whereby the lay public, as well as the administrator, can assure himself as to the quality as well as the quantity of work done? Sooner or later the great public will arouse itself and attack this as a major consideration. But no solution of this phase of the problem is possible until the whole field of objectives, as well as allowance for individual differences in capacity and aptitude, are weighted and evaluated.

For example: Methods of determining intelligence, while still partial and tentative, are being arrived at. Given an individual with a definite intelligence quotient, pre-determined capabilities or aptitudes and stated interests at a specific chronological age should show a developed ability to do a given quality of work in the field which he has pursued at school.

Measuring Moral Growth

A measure of moral growth is as yet a virgin field for investigators. The outward signs of consideration for others, habits, and even honesty, fidelity, and kindness, might be more or less satisfactorily evaluated. In these particulars, the school can only share responsibility with the home, the church, movies, radios, magazines, and current adult standards, as long as the control of the school is limited to a few hours a day for five days a week.

The capacity of the individual to conform to the externals of citizenship would be comparatively easy to measure. But his rectitude of judgment and his will to co-operate toward the building of a broad social program could only be determined by observations and studies made after his school experience had been completed and all but forgotten.

If the building of a civilization, in which the good-life shall not only be possible but shall be the rule and the accepted practice, is our general goal, any attempt made to measure the quality

of the schools' product will be, in the long run, an investment which ultimately will yield huge dividends. For, if the cost of the waste of crime, of war, of ignorance, indolence, and stupidity can be lessened even by a small percentage, the cost of education will become indeed easy to pay.

No phase of our problem is more vital than the establishment of a proper functioning contact with our public. We are representing you—all of you—trying to do your work, and to do it well. But we must have, not only your mandate, but your support, sympathy, and enough of your time and attention so that we may study together our common problems and find for it a competent solution.

I have a growing feeling of the need of lay boards, larger than our Boards of Education,

but small enough for real study, which will be organized throughout the state for the study of the functioning of all phases of education. The influences at work must be correlated, in a measure, so that the movies will not undo the work of the school and the radio will supplement it. Libraries, museums, art galleries, recreation facilities, even the floor exhibits of merchandising establishments, and corporation procedures must be drawn into the current of experience to which the learner is exposed in such a way as to yield him profits in knowledge, skill and capacity for appreciation of the society in which he is to live.

To this end, we welcome intelligent interest in the public schools from all quarters, especially when honestly motivated by serious purpose and genuine good-will.

Who Should Go to College?

*Excerpts from a radio address by DR. A. C. ROBERTS, President,
State Teachers College, San Francisco*

THIS searching and tantalizing question was asked by a few hundred anxious parents 500 years ago, by some thousands of parents 100 years ago, and by literally millions of parents today.

Another question goes hand in hand: Why do boys and girls go to college and university? Perhaps in the answer to the second question we may find the answer to the first.

Since universities were first established in the Middle Ages, the boy has sought preparation for a professional life, for his own benefit, in the church, in law, medicine, teaching, and later in dentistry, engineering, journalism, and many others. He has sought higher earning power and economic security for himself and his family. He has sought a higher social status for himself founded upon the possession of skills, knowledge, and economic independence denied his humbler fellows.

Along with the boy who seeks professional preparation for personal ends, goes forever the boy who seeks to give richer, more unselfish service to his church, his family, his community, or his state.

The first type has always been needed—and now perhaps more than ever. Surely never have we needed that second type more than now,—those who seek to attain to the good life and to make it better, to attain to good citizenship

and to make it cleaner, to attain more and more to the fine appreciation, decency, and uprightness of life.

A century ago, free, tax-supported, universal education was first promulgated, then established, and later spread throughout the new and growing nation. In good times and bad, new schools multiplied everywhere; first, elementary education became universal. Out of them grew the magnificent high school system of today.

The need for free public education on the college level was felt in the pioneer Middle West, and the University of Michigan led the way to the great, free, tax-supported university system that spread both east and west to all the states. The State Colleges of Agriculture and Mechanical Arts came next, and they likewise have spanned the nation.

The normal schools were brought from abroad, but developed later into the State Teachers College system, nation-wide in scope. Within our day, the junior college has grown into a powerful factor in the educational life of the nation, and of California in particular.

Who should go to college? The answer of the men and women who made the Middle West and West is clear and simple: Every boy and girl with brains, character, and promise—if he or she wanted to go. We have not settled the prob-

lems that have arisen from that very simple but far-reaching declaration.

America believes in education, from kindergarten through the graduate school of the university. This year, one in four of all our people have been in regular full-time attendance, and half as many more have been engaged in some definite form of adult study.

California and all the West have dedicated their people and their property to the proper and widespread training of all as far as their abilities and their inclinations permit.

We recognize that our best institutional life must perpetuate itself and grow stronger in the process. We know that the state must go on. We know that in education alone lies the way to the new day when injustice, dishonesty in high places, bigotry and hypocrisy, inequality before the law, and every other iniquity of our common life shall give way and disappear.

Why then should there be so critical and overwhelming a problem confronting the harried taxpayer, the anxious parents, the burdened civic and educational leadership everywhere? When first parents decided that for their children the mere elements of elementary education were inadequate and insufficient, our problems began to take root.

When parents decided that graduation from high school was not enough education for their children, these problems grew apace. Now that parents and children alike believe that a year or two in college is due every intelligent, decent, and more-or-less ambitious high school graduate, which short term in college is very likely indeed to stretch out to four or five years, and a college degree or two, then the problem of support and expansion becomes critical indeed.

In times of industrial and economic prosperity, educational offerings have been expanded; to our surprise, in times of dire economic distress and industrial displacement, it has been impossible to shrink our offerings and close out institutions and curricula, because thousands of finest-quality boys and girls, young men and young women, out of employment, with earning power cut off, and with time on their hands, have preferred to spend this time in college and university rather than merely wasting it in foolish idleness, to spend their time in college libraries instead of in cheap and trashy places of entertainment, in college and university athletics rather than on the streets.

The war cry of half a century ago against education was: Too many are going to high school,—elementary education is enough. The war cry against education today is: Too many are going

to college,—save the college and the university for the intellectually keen and the economically able.

The old struggle takes on a new nation-wide attack on the educational opportunities now available by urging relatively high tuition fees in public, tax-supported institutions, the rigid curtailment of curricular offerings, the reduction in scope or abolition of many institutions, the consolidating and centralizing of control sometimes in exceedingly unfriendly hands, the delay or abandonment of plans to organize sorely needed new institutions, and the rigid limitation in the numbers of students that may be admitted to the colleges and universities.

WHOMO should go to college? Measures of ability to do college and university work are both numerous and discriminating. One thing we have learned,—nearly all boys and girls with intelligence sufficient to be graduated from a good high school, have intelligence sufficient to do some type of college work, provided they have sound moral character traits and good working character traits.

The day has happily passed when only those students were desired in college and university who had that degree of intelligence required for narrowly and highly trained specialists to train the students into narrowly and highly trained specialists like themselves.

And there are many kinds of worthwhile intelligence, worthy of college faculty ministration and much needed in life that have little in common with ability to master philosophy, foreign languages, and advanced mathematics.

Again, family economic ability and ability to do good college work have no high correlation, indeed they seem to work in opposite directions all too often. The fight for an education still goes on, even as in our day, for us and for our friends. A smug dean in a smug Eastern university gained wide attention when he declared that if a boy has to work his way through the university, the struggle is so hard it isn't worth the effort.

For most boys and girls, it is work and earn, or have no education. Coupled with that idea is another pet fallacy,—it is better for a boy or girl to go away from home to attend a college or university,—again for most boys and girls, it is college or university attendance while staying at home, or none at all.

The race is still on between education and catastrophe,—for the nation and the state; for

A CENTURY OF PROGRESS in the



The Monroe Doctrine—Announced in 1823

precision in human thought and its expressions in language.

The dictionary is not only a mirror of progress, it is also an active agency in the progressive improvement of thought and expression.

In 1828, five years after the historical announcement of the "Monroe Doctrine" by President Monroe, the first large American dictionary was published in two volumes containing 70,000 words.

Noah Webster had spent 20 years in preparing this book which was to set the standard for accuracy, clearness, and adequacy of definition



Lincoln's Gettysburg Address 1863



Peary Discovers the North Pole 1909

MANY California teachers who visited the Century of Progress at Chicago were much interested in the excellent series of historical tableau exhibits displayed by G. & C. Merriam Company, dictionary publishers.

We moderns are apt to lose sight of the fact that the dictionary is a relatively recent evolution in the development of language.

Modern dictionaries, of many kinds, have been and are of incalculable value in the standardization of spelling, pronunciation and definition. They have added immensely to

maintained in each succeeding edition. In 1847, a year before the epochal discovery of gold in Alta California, the first of the Merriam - Webster dictionaries was published, following arrangements made in 1843 by George and Charles Merriam to continue the publication of Webster's dictionary.

1864, the year after Lincoln's immortal Gettysburg address, marked a new milestone in the improvement of the dictionary,—the publication of the famous Webster's unabridged dictionary, with a vocabulary increased to 114,000 words.

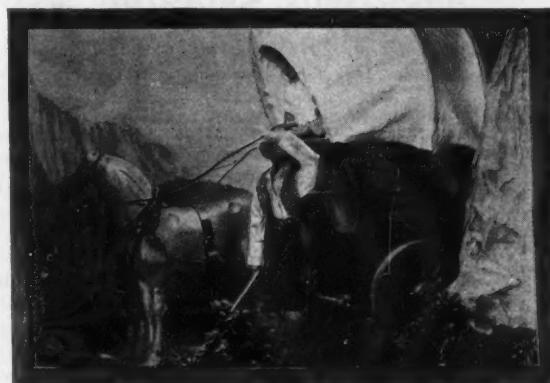
DEVELOPMENT of the DICTIONARY

Illustrations courtesy of
G. & C. Merriam Company

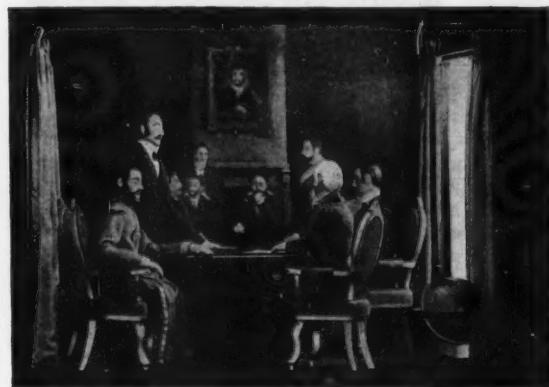
In 1890, the first international American conference at Washington inaugurated relations between the United States and the South American republics and helped to establish these republics in world affairs.

In the same year, the new edition was called "Webster's International Dictionary," in recognition of English as a world-language and of Noah Webster as an authority in the English-speaking world.

In 1909, the year in which Peary discovered the North Pole, the



The California Gold Rush 1849



First International American Conference 1890

Progressive modern schools are abundantly supplied with dictionaries, large and small. Children learn the habitual and rapid use of the dictionary. Pupils in lower grades make their own little word-books, bind and illustrate them. In the upper grades and in secondary schools, the students learn to use the largest dictionaries with celerity and precision.

Richness of vocabulary is one of the invariable evidences of the cultured person; accuracy in word-usage is a necessity in this modern age of science and technology.

greatest of the Webster series was produced, "Webster's New International Dictionary," with 442,000 entries. It contained more than six times the number of words in the 1828 edition.

1934. Television, aviation, engineering—these and many other arts and sciences are making our present years an age of miracles.

As Man's mastery of his world increases, his language grows. New words are created to express new knowledge.

In recent years 5000 new and necessary words have been added to the vocabulary of a single dictionary.



Television and Our Modern Day of Miracles 1934

Important California School Statistics

California State Department of Education, Report to Governor's Council; Honorable Vierling Kersey, Director, Department of Education, Sacramento.

Comparison of School District Expenditures for 1931-32 and 1932-33

IN the following tables is presented a comparison of the expenditures of California school districts for the school years 1931-32 and 1932-33.

The expenditure data reported for the school year 1931-32 are taken from the audited and corrected annual reports of county superintendents of schools; the data for 1932-33 are tentative only and are based upon the unaudited county superintendents reports for that year.

The comparisons indicate that while there was an actual total increase in average daily attendance in all school districts amounting to 1.8%, the expenditures made by the school districts were reduced 15.8%.

Because of the slight increase in total average daily attendance the reduction in the expenditure per unit of average daily attendance was somewhat greater than the percentage of reduction in total district expenditures. The expenditure per unit of average daily attendance was reduced in the total 17.3%.

The total reduction in district expenditures for the year was somewhat in excess of \$22,600,000. Of this total slightly over \$15,000,000 or almost exactly two-thirds, represented a reduction in the current expenditures of the school districts, the other one-third of the total reduc-

tion representing a decrease in capital outlay expenditures.

The total current expenditures made during 1932-1933 were 11.9% less than the current expenditures of the preceding school year, while the capital outlay expenditures represented a 46.6% reduction for the year.

The greatest reductions, both in terms of total amounts and in terms of percentage, were made by the high school districts. This fact is evidenced not only by the reduction of over \$11,000,000 in total expenditures by the high school districts but also by the fact that the total current expenditure for high schools during 1932-33 amounted to only \$149.03 per pupil in average daily attendance. This is a lower figure than has been reported for high school districts since 1919, in which year the current expenditure per pupil in high school was \$146.99.

Attention also should be called to the remarkable decrease in the current expenditure per pupil of elementary school districts. The figures presented for these two years are not comparable with the per pupil expenditure figures for preceding years since during the past two school years only expenditures for kindergartens and elementary schools have been combined and expenditures per pupil have been computed on the basis of the combined average daily attendance in kindergartens and elementary schools. Previous to 1931-1932 kindergarten data were reported separately from those for elementary schools.

Table No. 1. Average Daily Attendance and School District Expenditures, by Types of School Districts, 1931-1932.

Districts	Average Daily Attendance	Current Expenditures	Capital Outlays	Total District Expenditures
Elementary school	655,8011	\$ 63,924,609.58	\$ 6,651,420.83	\$ 70,576,030.41
High school	336,6872	60,041,587.20	8,352,781.16	68,394,368.36
Junior college	15,695	3,298,434.42	1,111,011.44	4,409,445.86
Total.....	1,008,183	\$127,264,631.20	\$16,115,213.43	\$143,379,844.63

1. Includes 42,726 units of average daily attendance in kindergartens, as all kindergarten expenditures are made by elementary school districts and are not segregated from expenditures made for elementary schools. Also includes 68 units of average daily attendance in high school

courses maintained in elementary schools as all expenditures are made by elementary school districts.

2. Includes 75,299 units of average daily attendance of seventh and eighth grade pupils in junior high schools as all expenditures for junior high schools are made by high school districts.

Table No. 2. Average Daily Attendance and School District Expenditures, by Types of School Districts, 1932-1933.

Districts	Average Daily Attendance	Current Expenditures	Capital Outlays	Total District Expenditures
Elementary school	655,9473	\$ 56,487,658.92	\$ 3,237,701.68	\$ 59,725,360.60
High school	351,9214	52,449,017.34	4,798,953.58	57,247,970.92
Junior college	18,796	3,228,139.91	571,008.36	3,799,143.17
Total.....	1,028,664	\$112,164,816.07	\$8,607,658.62	\$120,772,474.69

3. Includes 40,166 units of average daily attendance in kindergartens, as all kindergarten expenditures are made by elementary school districts and are not segregated from expenditures made for elementary schools. Also includes 64 units of average daily attendance in high school courses maintained in elementary schools as all

expenditures are made by elementary school districts.

4. Includes 76,534 units of average daily attendance of seventh and eighth grade pupils in junior high schools, as all expenditures for junior high schools are made by high school districts.

Table No. 3. School District Expenditures per unit of Average Daily Attendance, by Types of School Districts, 1931-1932.

Districts	Current Expenditures	Capital Outlays	Total District Expenditures
Elementary school	\$ 97.48	\$10.14	\$107.62
High school	178.33	24.81	203.14
Junior college	210.16	70.79	280.95
Total.....	\$126.23	\$15.99	\$142.22

Table No. 4. School District Expenditures per unit of Average Daily Attendance, by Types of School Districts, 1932-1933.

Districts	Current Expenditures	Capital Outlays	Total District Expenditures
Elementary school	\$ 86.12	\$ 4.93	\$ 91.05
High school	149.03	13.64	162.67
Junior college	171.75	30.38	202.13
Total.....	\$109.25	\$ 8.39	\$117.64

Table No. 5. Amounts and Percentages of Decrease in School District Expenditures, by Types of School Districts, 1931-1932 to 1932-1933.

Districts	Current Expenditures		Capital Outlays		Total District Expenditures	
	Amount	%	Amount	%	Amount	%
Elementary school	\$ 7,436,950.66	11.6	\$3,413,719.15	51.3	\$10,850,669.81	15.4
High school	7,592,569.86	12.6	3,553,827.58	42.5	11,146,397.44	16.3
Junior college	70,294.61	2.1	540,008.08	48.6	610,302.69	13.8
Total.....	\$15,090,815.13	11.9	\$7,507,554.81	46.6	\$22,607,369.94	15.8

Table No. 6. Amount and Percentage of Increase in Average Daily Attendance and Amounts and Percentages of Decrease in School District Expenditures per unit of Average Daily Attendance, by Types of School Districts, 1931-1932 to 1932-1933.

Districts	Increases in Average Daily Attendance		Decreases in Expenditures per unit of A. D. A.—					
	Number	%	Current Expenditures		Capital Outlays			
			Amount	%	Amount	%		
Elementary school....	146	0.0	\$11.36	11.7	\$ 5.21	51.4	\$16.57 15.4	
High school	15,234	4.5	29.30	16.4	11.17	46.0	40.47 19.9	
Junior college	3,101	19.8	38.41	18.3	40.41	57.1	78.82 28.1	
Total.....	18,481	1.8	\$16.98	13.5	\$ 7.60	47.5	\$24.58 17.3	

Significant Decreases in State Enrollment in Lower Grades of Public Schools

The following table shows the state enrollment in the several grades of the public schools, from the kindergarten through the junior college, over the period beginning with the school year 1928-29 and closing with the school year 1932-33.

It is significant to note, that, beginning with the school year 1930-31, there has been a progressive decrease in state enrollment, beginning with the kindergarten and extending each year one grade farther through the public school system until the present time. These decreases, no doubt, reflect in part at least the decline in the birth rate which has occasioned so much comment by officials concerned with vital statistics.

It is our belief that the decline in birth rate will continue for several years to come. If this is the case, we may expect continuing decreases in the enrollment in the public schools from year to year until there will be evidence of actual decreases in the numbers enrolled in all of the grades of the elementary schools.

Whether the decreases will affect the high school will depend entirely upon the probability of increases in population from other causes than birth within the state. It would seem apparent that the decreases would actually affect all the grades of the high school and possibly even the junior college before a natural increase in population due to increased birth rate offsets the present decline in pupil population.

These facts and estimates are of vital importance to school officials, since they have a direct

bearing upon programs for the construction of new schools and for the provision of physical facilities to take care of the pupils in the public schools. In most of our larger cities, these facts have been evident for some time, with the result that projected programs for schoolhouse construction and for rehousing of pupils have gone forward with the full realization of the probability that there would be a smaller number of pupils to take care of than have had to be taken care of during recent years.

Schools Holding Power Increasing

Thus far the decreases in state enrollment which have actually affected the total state enrollment of all grades during the past two years have not actually resulted in a reduced average daily attendance. This, no doubt, is due to the fact that the supervision of attendance has become more efficient during recent years, and pupils are in school practically the full time during which the schools are open.

Absence has been reduced to a minimum, probably in all cases excepting in the kindergarten and first grade. In these grades, the instance of communicable disease is still rather high, particularly in the case of the common cold. Moreover, parents are more apt to withdraw pupils from these grades on frequent occasions without reference to the loss which the pupil may suffer in progress in school.

This is not the case in the other grades, however, and the percentage of attendance is extremely high in the upper grades of the elementary schools and in the junior high schools and senior high schools.

State Enrollment, by Grades, 1928-29 to 1932-33, inclusive, by School Years.

Grade	1928-29	1929-30	1930-31	1931-32	1932-33
Kindergarten	79,256	82,283	81,526	78,573	74,451
1.....	138,056	135,894	135,000	131,543	121,175
2.....	100,079	100,368	101,175	99,797	98,494
3.....	94,084	99,122	98,081	97,582	95,775
4.....	86,022	93,070	97,765	95,525	94,343
5.....	85,440	85,132	90,518	95,303	92,751
6.....	78,892	83,528	82,497	87,307	91,067
7.....	78,880	79,609	83,327	82,098	86,102
8.....	77,042	77,202	78,148	81,281	80,114
9.....	73,593	75,774	79,483	80,176	82,852
10.....	60,475	64,979	70,559	73,150	76,318
11.....	44,362	49,815	54,039	58,456	62,279
12.....	34,625	38,043	42,554	46,533	51,123
13.....	3,566	5,383	11,791	14,847	15,867
14.....	2,053	2,226	5,275	7,159	8,039
Total, Kindergarten	79,256	82,283	81,526	78,573	74,451
Total, Grades 1-6	582,573	597,114	604,986	607,057	593,605
Total, Grades 7 and 8.....	155,922	156,811	161,475	163,379	166,216
Total, Grades 1-8	738,495	753,925	766,461	770,436	759,821
Total, Grades 9-12	213,055	228,611	246,635	258,315	272,572
Total, Grades 13 and 14	5,619	7,609	17,066	22,006	23,706
Grand Total.....	1,036,423	1,072,428	1,111,688	1,129,330	1,130,550

1. 1932-33 data is based on unaudited reports; hence subject to error.

Education of Over-age Mexican Children

JOHN BRANIGAN, *District Superintendent of Schools, Needles*

THE education of the over-age Mexican child presents a difficult problem. In fact the education of all of the Mexican children is one of the most troublesome problems that we have in our schools of Southern California.

Their parents for the most part have been brought into our country by the large labor employment agencies which furnish laborers to our railways, construction companies, ranches, and other projects using a great amount of cheap labor.

There is rather a general feeling that the most of these Mexicans should be returned to Mexico, particularly in these days of unemployment, and of course many train-loads of them have been sent back.

But there still are many Mexican children left here, and as long as they are here they must be educated, either to become better citizens of this country or of their own country if they return there.

Every child, regardless of race or color, must be educated at the present time if we are ever to emerge from the chaos of the era in which we are living. Therefore this problem of the Mexican child must be solved.

And particularly difficult is the problem of the education of the over-age Mexican children. On account of the fact that they use their own language almost entirely at home many of them start to school with practically no knowledge of English, and because of this language handicap they are retarded from the very start.

Here in Needles, as in most schools, we have a pre-primer in addition to the first grade, so that even the average Mexican child spends two years doing the work that the American child generally accomplishes in the first year. This retards the Mexican child one year at the very beginning of his school life.

Then the fact that the labor of many of the Mexicans is seasonal causes them to move about so much that some of the children have never spent a whole year in any one school. Naturally this causes much retardation.

Moreover the Mexican children are usually of inferior intelligence in comparison with the American children. Of course there are exceptions and some of the Mexicans are clean and rate equally with the Americans in intelligence,

but such children present no problem. They can be treated just as all of the other children of the school.

This article, however, deals especially with the inferior Mexican children and particularly with those who are over-age for their grade, many of whom are so much retarded that it is just a waste of time to try to keep them doing the ordinary fourth, fifth, and sixth grade work.

They have no interest in it, and, if we are to accomplish anything at all with them, they must be given something in which they will take some interest and which will help to some extent at least in preparing them for life, such as training in the practical arts and hygiene.

The Language Handicap is Serious

There are several reasons for the fact that the Mexican children present such a problem. The first of these is the language handicap that has already been mentioned. Even after the Mexican child has spent an extra year in the pre-primer he is not on a par with the American child of the first grade.

Moreover these children continue to speak Mexican almost entirely at home. As a result year after year they lag further and further behind the American child who hears nothing but English spoken both at home and at school.

THE second of these difficulties is the parentage of the children. Almost all of their parents are of the peon class and their standard of living is far below that of the average American family; their customs are much different from American customs; and probably most important of all, their intelligence as a whole is inferior to the average American's intelligence.

As may be expected, then, the intelligence of the Mexican children is usually lower than that of the American children. Also, when the parents are of this unintelligent peon type, they take no interest in sending their children to school, in fact, often try to keep them out.

Many of these Mexican parents cannot speak English themselves and for that reason it is practically impossible to get any co-operation from them, for they really do not know what it is all about, nor can the school authorities make

them understand what it is all about. And again, as with the intelligence, this lack of interest on the part of the parents is reflected in the lack of interest of the children.

Most of the Mexican children leave the school as soon as the compulsory age limit is reached. On account of retardation this age limit is often reached when the child is in the sixth, fifth, or even in the fourth grade.

Many of these children do not have the intelligence to do the school work beyond the third grade. In such cases it is utterly useless to keep them in the same grade year after year trying to teach them subjects in which they are not interested and which they are often incapable of learning.

Moreover the Mexican girls usually mature early and many times marry as soon as they have reached the compulsory school age or soon thereafter. Therefore the school should try to do what it can to meet this situation and try to give these girls training in the domestic arts and hygiene.

In fact the chief objective of the school in respect to these Mexican children is, or should be, to do what it can to improve their standard of living.

This problem of the Mexican child is much more readily handled in an integrated school system, particularly if it is divided on either the six-six or the six-three-three plan. This is one good argument for the consolidation of the elementary and high school districts.

Where there is a junior high school a practical curriculum can be worked out for the over-age Mexican children by giving them certain subjects of this Junior High School.

Here in Needles the following plan has been adopted in order to set up a desirable curriculum. All of these much over-age children, who would be in the fourth, fifth, and sixth grade, have been taken from their respective grades and placed in a group in the junior-senior high school. Probably this might be called an opportunity group.

In any case the purpose of this plan is to give them, before they reach the compulsory age limit, some practical work, trying to select such subjects as will develop them as far as possible into better home-makers and better citizens, and to raise their standard of living as far above that of their parents as it is possible to do.

Such a course will include the industrial arts, hygiene and physical education, English, art, music, and as much mathematics and social studies as it is possible to teach them. As a matter of fact many of these over-age Mexican

children who cannot master the academic work are proficient in the practical arts. Therefore this is the first consideration in arranging a curriculum for them.

Here in Needles the boys may choose from such courses as home mechanics, sheet metal, elementary bench work, cabinet making, mechanical drawing, and auto shop. They fit in with the junior and even with the senior high school level in these subjects without any difficulty whatever and usually advance normally with our own American boys.

Our objective in these courses is not so much to train them for a trade as to train them in the use of the tools with which they can better their own home conditions on a small outlay, and improve their standard of living.

FOR the girls we have sewing, cooking, and general household management and we try to lay much stress upon ideas of sanitation. They are able to compete on an even basis with our American girls in the home arts, in fact, most of the blue ribbon prizes at our annual fashion show are carried off by our over-age Mexican girls.

Moreover they learn the use of the modern housekeeping devices and acquire ideas of better planned and better balanced meals. It has been our endeavor to reach the Mexican home more through these courses in the practical arts for the girls than through any other classes in our whole school system.

In fact the first year that we had these special groups we thought it advisable to attempt the Smith-Hughes work, not only for the financial aid that it gave us, but also because it enabled us to give these girls at least three hours a day in the home-making courses alone.

But it was necessary to drop this on account of the fact that here in Needles we have not a sufficient number of teachers so that the high school teacher can devote enough time to meet the Smith-Hughes requirements.

Next in importance to the industrial arts courses for these over-age Mexican children is the course in physical education and hygiene. They are placed for this subject in with the senior high school groups. The Mexican children are able to compete without any difficulty with the American children in athletics.

In the hygiene classes special attention is fixed upon the development of high standards of personal cleanliness. The girls are taught by the school nurse and she reports that they have shown decided improvement since we organized this special group of Mexican children.

not only in cleanliness, but also in their standards of dress.

Because of their lack of skill in the use of our language the English class is of great importance for this group. In this subject we give them special instruction and, as this class is smaller than the ordinary English class, it is possible for the instructor to give them considerable individual attention.

Moreover the teacher has tried to get material particularly suited to their needs. This method of attacking the problem of English has been effective and the better pupils are able to enter the regular ninth grade class in cases where this special curriculum has developed sufficient interest for them to wish to continue in school.

In art these children are placed in the regular Junior High School course. They are usually much interested in this subject and are often more proficient than our own American children. Here again the teacher can do much to improve their standard of living by developing an appreciation of the beautiful, both in personal appearance and in home surroundings.

MUSIC is another subject in which the Mexican children can compete with and often excel the American children, and they can be placed for this in the regular music courses, such as orchestra, glee club, and chorus. Recently our high school produced an operetta in which one section was of the language, music, and customs of Mexico, and these Mexican children showed much interest in taking part in this and did it especially well.

For social sciences we have placed these children in with the junior high school group. On account of the importance of these subjects doubtless it would be better to have a special class, but the lack of enough teachers to do so makes it impossible here in Needles. Therefore we put the children in these regular courses to get as much as they can. The result has been that they have done better work and have seemed to assimilate more ideas than one might expect.

In mathematics, too, we more or less do for the children just what we can. Some of the better pupils are able to do the regular junior high school work and can be placed in the regular courses, but for the most part we place the boys in a general shop mathematics course and the girls in a course based chiefly on home-making problems.

Although here in Needles we have not had any special faculty advisor for this opportunity class,

it is our intention to try and appoint for next year some teacher who is particularly interested in, and in sympathy with, the problems of such a group. This may not be possible on account of the increased loads that the teachers are already having to carry at the present time, but such an adviser would be most desirable.

OUR conclusion, then, is that it would seem to be a useless waste of time on the part of both teacher and pupils to keep the over-age Mexican children in the grades, going over the same work year after year, work in which they are not interested, that they will probably never master, and that will be of no great practical value to them if they ever do master it.

So here in Needles we have tried to meet this problem by placing them in the junior high school, and by giving them a curriculum more suited to their needs.

This curriculum is made up of the practical arts, physical education and hygiene, English, art, music, and as much social science and mathematics as it is possible to teach these children. For the most of these subjects it has been possible to place them in the regular course of the junior high school, English being the only one for which a strictly special course has been maintained.

By giving them such a curriculum we hope to raise their ideals and standards of living, so that they will not only be happier themselves, but also become better citizens either of this country, if they remain here, or of their own country, if they eventually return to Mexico.

* * *

Kindergarten Primary Convention

Tenth Anniversary Convention of California Kindergarten Primary Association at Fresno December 1, 2, was most interesting and helpful. Various topics discussed under the general theme "Education Through Environment," stressed closer co-operation of home, school, and community.

Greetings from past presidents of the association were given at the university dinner Friday evening. The dinner meeting speaker was Dr. F. W. Thomas, president of Fresno State College, who chose for his subject, "Our Children and Their World."

The association president, Mrs. Genevieve H. Anderson of Los Angeles, presided at the business session on Saturday afternoon.

It was a pleasure to have present representatives from numerous districts of California Congress of Parents and Teachers.

Our State of California

HATTIE MAGUIRE, *Fourth Grade Teacher, Montecito Union School, Santa Barbara*

ALITTLE play written by the Fourth Grade Social Studies class. Two members of the class presented it before the Student Body Assembly. Mount Whitney stood up on a step-ladder which was draped with the piano cover. The little Cactus sat on a stool behind a cardboard drawing of a cactus.

THE CHARACTERS
Mount Whitney
A Cactus

Mount Whitney: I am Mount Whitney. I am the tallest mountain-peak in the United States. I am 14,496 feet high.

Cactus: I am only a little Cactus in Death Valley.

Mount Whitney: Up here with my head in the clouds I get the cool sea breezes all day long. The rains are kind to me and water my trees and flowers.

I can see many things from my high place. I can see all parts of the State of California where you and I live.

Cactus: I am so far down here. I am 280 feet below sea level. I get the hot and dry desert winds all day long. I only get a little rain in the spring that water the seeds of the wild flowers. Down here all I can see are rocks, sand, snakes, tortoises, pack-rats, rabbits, lizards, and other cactus like myself.

Tell me, What can you see from your high place among the clouds?

Mount Whitney: To the west I can see the great Pacific Ocean. There are islands in it. Big boats full of oil, lumber, and passengers sail by every day.

This part of California is called Sunny Southern California. It is the citrus fruit section where oranges, lemons, grapefruit, tangerines, and limes grow. Hollywood is a city famous all over the world for its moving pictures.

Cactus: What do you see up north?

Mount Whitney: To the north I see other high mountains like myself. They are called the

Sierra Nevada Mountains and the Coast Range Mountains.

There are two large rivers up there. One is called the San Joaquin River and the other is the Sacramento River.

Between the Coast Range Mountains and the Sierra Nevada Mountains is a big beautiful valley. Many people live in this valley. They grow many kinds of fruits and vegetables. They raise sheep and cattle. It is a lovely place to live.

Cactus: What do you see to the east?

Mount Whitney: I see the great State of Nevada. She is our next-door neighbor?

Cactus: What do you see to the south?

Mount Whitney: I see another desert, the Imperial Valley. The Imperial Valley used to be hot and dry like Death Valley where you live.

But now, they irrigate with water from the Colorado River and can raise fruits and vegetables. Many people live there, too.

Cactus: Thank you, Mount Whitney, for telling me about other places in California. Maybe, some day, Death Valley can get water from the Colorado River and grow things, too.

* * *

Roseville Union High School's annual, "Rose Leaves," recently received first class honor rating in a national contest at which over 600 high school year-books were entered. The Roseville annual received a score of \$70 out of a possible 1000. The student editor was Martin Pfosi; I. V. Funderburgh is principal.

* * *

Helps for School Libraries

Almost simultaneously with the appearance of the N. E. A.'s twelfth elementary school principals' yearbook, which is given over entirely to elementary school libraries, the American Library Association, 520 N. Michigan Avenue, Chicago, is bringing out a new edition of Simple Library Cataloging, a tool with which many school people are already familiar.

The Association is also issuing a new edition of Fargo's The Library in the School. The latter has been revised in the light of data unavailable at the time the first edition appeared and of objective studies having to do with important phases of school library administration, training, budget, librarian load, and the like. Present day trends are reflected. The book is very useful.



Education a Way to Salvation

LOUIS E. PLUMMER, *Principal, Fullerton Union High School and Junior College*

TEACHERS are now faced with the necessity of changing their conception of the duties of the profession, as well as their definition of education. The experiences of the past four years have revealed to us not only the insecurity of our economic structure; they have revealed the intimate relationship existing between education on the one hand and social and economic efficiency on the other. The experiences of these years have made our glibness in naming education for citizenship as one of our cardinal motivating principles seem little less than hollow mockery.

In economic and social affairs in this nation we have taught individualism and non-interference with private enterprise. We may have attempted to raise a question as to the equity of such a doctrine in our classes in economics and sociology, but our voice has been so meek that it has scarcely been heard outside the walls of our own classrooms. Professor Raup, of Columbia University, has well said,

The philosophy actually prevalent in modern American school systems is easy to state: Keep things quiet and running smoothly. Touch not the controversial topic. Teach the accepted, the well-known. Choose for the young those beliefs and practices to which people respond with no fears, against which no interest will rise to complain.¹

The doctrine of individualism and consequent selfishness has been characteristic of educational procedure. Parents have been ambitious, in general, that their children be educated. They have said, with a good deal of feeling, that they did not want their children to be forced to meet the hardships they had had to endure. Education was the way out. We, teachers, have encouraged them in this thought by comparing the earning-power and prestige of the educated with that of the ignorant or unschooled. We have appealed in every way to the private personal interests of pupils and parents in our attempts to develop motives for school work. Whether the education we have offered has been cultural in nature or vocational we have had an eye single to the pleasure and well-being of the individual. Often, as a matter of policy, we have evaded those

issues that would develop an interest in current problems of community life.

Dewey makes the accusation that,

Actually pupils have been protected from too intimate contact with the realities of the institutions of family, industry, business, as they exist today. Just as schools have been led by actual conditions to be non-sectarian in religion, and thus have been forced to evade important questions about the bearings of contemporary science and historical knowledge upon traditional religious beliefs, so they have tended to become colorless, because neutral, in most of the vital social issues of the day. The practical result is an indiscriminate complacency about actual conditions.²

We have failed to see that, while we are educating individuals, we should be preparing them not so much for individual gain as for participation in a complex social organization.

Dewey appraises the situation when he says,

Society has become in fact corporate. Its interests and activities are so tied together that human beings have become dependent upon one another, for good or for harm, to an unprecedented degree. This is a statement of fact, whether the fact be welcomed or deplored. This interdependence is increasing, not lessening. It must be taken into account by education. We must not only educate individuals to live in a world where social conditions beyond the reach of any one individual's will affect his security, his work, his achievements, but we must (and for educational reasons) take account of the total incapacity of the doctrine of competitive individualism to work anything but harm in the state of interdependence in which we live.³

We not only have taught our pupils to seek an education for personal profit; we have practiced it ourselves. Too many have entered the teaching profession for monetary returns rather than because of the opportunity it offers to serve. Note the many teachers who have returned to teaching in this time of depression. Too often the profession is used as a means to reach a more desired end. It is the duty of those whose task it is to select teachers to protect the stu-

1. Dewey and others, *The Educational Frontier* (New York: The Century Company, 1933), p. 101.

2. *Ibid.*, p. 34.

3. *Ibid.*, p. 68.

dents entrusted to them by inquiring into the motives as well as personality and preparation of those who would teach.

WHAT, then, shall be the aims of the teaching profession and how shall we define education? Ours shall be the task of teaching because we love our work, we are prepared adequately for it, and we have a desire to serve that is akin to religious fervor. Education, in so far as we control it in schools, will be instruction in how best to continue to grow and serve as a functioning part in a complex social organization. Co-operation and service will be the controlling impulse for teacher, the reason and aim of all teaching.

Professor Raup defines a teacher's interest under this definition of education when he says,

Every teacher of children will want to get an accurate understanding of the particular influences at work in his community as well as an understanding of the whole civilization and culture of which he is a part. This can mean only that he will be constantly alive to how that community's institutions—social, economic, or political, as the case may be—are functioning. He will be as much interested in the business side of the people's life as in what they read and how they play. He will assess what they believe, he will be sensitive to how they live, he will be eager for their wholesomeness and health. Their laws and their customs will become objects for his attention.⁴

You may say that this is but a dream, and I shall have to admit it. We are not going to make ourselves into ideal teachers in a moment. The world will not accept our definition of education without a great deal more of preaching and a great deal more of grief over selfish individualism than it has had. In the face of the accusation that we have educated for selfishness, that we have failed to see the importance of proper, unselfish participation in a complex social organization, we may well counter by saying that our pupils, as well as we ourselves, must look after selfish interests in order to live. But dare we not hope for a time when our very willingness to serve will bring to us economic security?

At the risk of boring you, may I quote John Dewey again,

There have been times when it was utopian to indulge in a belief in a state of society in which all dire want and its attendant evils would be abolished. Our present technology

brings the hope wholly within the region of possibility. The educational profession has therefore a direct concern in all that concerns the use of technological resources for the formation of a more secure and more humane order.⁵

IN the presence of a movement that emphasizes just returns for service, the elimination of excessive profits and exploitation, we should help to accelerate rather than retard it. Service, co-operation, and good-will are the high points in any code of ethics or any worthy religion. Therefore, our greatest satisfaction must come from that service that teaches the worthiness of service. Education then becomes a way to salvation economically, socially, spiritually.

5. *Ibid.*, p. 64.

* * *

Small City School Systems

School Receipts Down \$34,000,000
Enrollment up 1,000,000

A study of small city school system finances by the Federal Office of Education reveals that with a **decrease** in 1932 of nearly \$34,000,000 in receipts for current expenses, and an **increase** of nearly 1,000,000 children in enrollment over the school year 1930, small city school systems face a major problem.

More than two-thirds of the school systems of the United States are in communities of less than 10,000. Not only do small school systems educate 20% of all the city school children, but they accomplished this task last year at an average expenditure of **\$70.35** per pupil for total current expenses whereas the average in the larger cities is **\$104.17** per pupil.

Comparative data show that the "differences among the several sections of the United States in expenditures per pupil in average daily attendance for various educational functions are marked." In the Northeast section, representing all the New England States, the total current expenditures per pupil a year was **\$94.79**. This was more than twice the sum spent per pupil in the Southern section, which includes Virginia, West Virginia, Georgia, North and South Carolina, Kentucky, Tennessee, Alabama, and Mississippi, where the average dropped to **\$40.56**.

This means that to keep a child in school costs in a small Northeastern community an average of 52 cents per day, and in the South 23 cents. The average per diem cost in schools in small cities for all sections of the country is 42 cents. More recent reports indicate that all these averages will be lower in 1933.

4. *Ibid.*, p. 114.

Scenes from Early Virginia History

CLARA M. LOVE¹

Teacher of English and Social Studies at Westlake Junior High, Oakland

CHARACTERS

*Mary Winters, a maid
Robert Humphrey
John Humphrey
Walton Duden*

Scene I

Place—England—Room in a manor house

Time—1609

Walton Duden and John Humphrey sit at a table playing cards.

Walton: No cheating, John.

John: Don't call your stupidity cheating, old pal. That's no sport at all.

Enter *Mary Winters*. She looks at the boys, places some linens in a chest and goes out. She looks back lingeringly at John. The boys look up in time to notice the look. She goes out.

Walton: She likes your looks, John.

John: She is a good girl, but no maid for me. Mother says that she is an excellent helper, but her ambition is too high. I am the son of a gentleman.

Enter *Robert Humphrey*, wearing a sword. He draws it and throws it on the card table, spoiling the game.

Robert: Ah! you young idlers! When I come into the estate, I'll change your habits.

John and Walton stand.

John: You have not come into the estate, yet.

Robert: Only a few years at least, have I to wait. Father said today that he cannot be burdened much longer with the business. He is too feeble. We have just been talking over the needs of the land and the condition of the business. I suggested that he place you, John, as an apprentice with a firm in London.

John: You need not be so generous with your advice. I'm a gentleman's son as well as you. I won't go to a firm in London.

Robert: How will you live? I am not going to support you. I will marry and have my own family. I shall need all the income of the land.

John: Pest the luck! Why are younger sons cut off with a farthing?

Robert: It is right. It has always been the custom. Get yourself to work. I leave you to think it over.

Robert goes out.

The young men sit down again, but do not play.

John: Walton, you are in the same condition. Your brother Alfred is your father's heir. What shall we do?

Walton: There are more clergymen than there are churches now. We need not prepare for the ministry. There are no openings at present in the army. I do not want to go into business like a common fellow.

John: I have it. The London Company is trying to make up another ship-load of men to enlarge the colony in Virginia.

Walton: Is the chance good for such fellows as we?

John: They say it is. They say that a great unexplored land lies before the few settlers who have gone. They may possibly find gold. Land is fertile and plentiful. Great landed estates may be carved out in the new country with no thanks to older brothers. I am going to try it.

Walton (*He slaps John on the shoulders*): Wise boy! I will go with you.

Curtain

Scene II

Time—1616, summer.

Place—Lane or street in Jamestown, Virginia. Enter from opposite sides John Humphrey and Walton Duden. They are ragged and rather unkempt.

John: Glory! glory; If here is not Walton Duden. (They shake hands.) I haven't seen you for nearly five years. How are you, old boy?

Walton: Fine! fine! Fine as one could expect. How are you? You had just decided to carve out that landed estate on the Rappahannock when we last met.

John: I have done what I expected to do. I have as fine land as you ever saw. And the tobacco! Well, my brother is green with envy, no doubt, since he learned what last year's crop brought me. Of course he would not work as I work. My hands tell that I have been delving into the soil as I never did in England. The crop of the present year is doing well. The old cabin shelters. I have no intention of going back to England being apprenticed to a firm in London, yet I am tired of the discomforts here, such as doing my own cooking, washing, and mending.

1. Author of Dramatic Scenes from American History, Ginn and Company, 1933.

Walton: Ha! ha! When I look at the clothes of the wealthy sons of English gentlemen, I do not believe my eyes. Wouldn't we make a picture at home? Ha! ha! Apparently neither of us do any mending. In spite of the discomforts, I am in Virginia to stay. A thousand acres of land on the James River and a crop worth two hundred pounds a year is not to be laughed at by the fellow who was in danger of being turned out by his oldest brother. Yet I should like to have some of the comforts of home.

John: You are right. Here is our opportunity. If this colony becomes rich and powerful, I mean to be one of the substantial citizens.

Walton: That is my idea, too, but I am tired of being both man and woman on my plantation. I'll tell you. All of us fellows need to be married. We need homes.

John: I have wondered what our wealth is to be used for if we can't enjoy a fireside and the prattle of children. What Englishman wants a savage wife? Rolfe made good with Pocahontas, but she was above other Indian girls. I dreamed about Mary Winters last night. She is the daughter of one of father's tenants. She often works at the manor, helping mother. She is a good girl and always seemed to be fond of me, but I felt above a tenant's daughter in those days. By jolly! if she would have me now and live in Virginia, I'd be as happy as a lark.

Walton: Suppose that you write to her—in care of your mother—and ask her to come to Virginia and marry you. Of course put in some compliments, how you have missed her, and how much the distance has made you appreciate her charm. She will be flattered and happy. I dare say that she will come if you ask her.

John: She has not the money to pay her passage.

Walton: Offer to pay the fare yourself. That will make her think that you want her. A captain would accept the fare in tobacco. Then you would have a cook and a housekeeper trained by your mother, and one that has long cared for you. I remember a few longing looks that I saw her give you.

John: By jolly, why did not I think of that? I have been wishing so many things, and saw no way to manage it. I'll see Captain Payne before he returns to England and arrange for Mary's passage if she will come.

Walton: I am going to write to Parson Goodyear to send me one of his daughters who is willing to try Virginia. I liked all his girls and can be pleased with the one who is willing to come. There is no future in England for his houseful of daughters.

John: Do so. Then stir up the fellows that

you meet to urge some captain to bring over a shipload of girls for wives. Virginia will be a real place when planters have English wives to make cheerful firesides.

Curtain

Scene III

Time—July, 1619.

Place—Same.

Enter Walton Duden and John Humphrey from opposite sides. They look better than in the previous scene. They shake hands.

John: How is my old friend from the plantation on the James?

Walton: Fine, indeed. How are you?

John: Happy as a prince. Mary has changed a cabin into a cheerful home. We have built some more rooms to the house. She brought linens and dishes from England. Mother gave her a chest of blankets and some pieces of the family silver. How she can cook! I'm really living now. I'm wishing to know how things are going on the James?

Walton: If you are happy as a prince, I am happy as a king. My wife has taken to Virginia beautifully and has written to her sister Edith to come to Virginia to live with us. Of course her stay with us would be short, for girls are in demand among the planters. (*They laugh.*)

John: I wish I could employ help for my wife. I'd gladly pay the passage of a girl who would work three years for her. Then if she would get married, I'd give her a small dowry.

Walton: Many girls would have a better living in Virginia than they can have in England. I hope that someone will undertake bringing girls for servants, also. I hear that Governor Yeardley says that a shipload of girls are being persuaded to come to Virginia to marry. Many lonely planters are willing to pay the passage, and fall in love with any girl who falls to his lot. I am not trying to change the subject, but are you a delegate to the assembly that meets tomorrow?

John: I am. I suppose that you are here on the same mission.

Walton: You guess well. By jolly, the London Company and Governor Yeardley are planning wisely when they invite us to take part in the government.

John: If they had not done so, we should have asked for our rights as Englishmen soon.

Walton: You are right. Englishmen will never, never be slaves for any company or king. I predict that the meeting of the House of Burgesses of Virginia, July 30, 1619, will some day be considered an important event in history.

Curtain

Workers Judge Occupational Training

F. C. WEBER, *Metropolitan High School, Los Angeles*

CALIFORNIA Vocational Federation, at a meeting in 1932, appointed the writer as chairman of a committee to make a study of the accomplishments in occupational types of education as given in the schools of California. The committee formulated the problem as follows:

Problem

To what extent has the vocational and industrial training given in the public schools of California functioned in the active lives of the students? How much of school theory as to the good accomplished is justified by the actual experience of students in later life?

Its value must be determined by the extent to which the training has met the needs of the trainee and the employer. The value to the trainee can only be measured after the trainee has been out in practical life long enough to give weight to his experiences and opinions. The present study has been an attempt to determine the reaction of a sufficient group of trainees to give us some basis for conclusions.

Even in the minds of educators there is confusion concerning the exact limitations of vocational education as distinguished from industrial and commercial. This makes difficult the study of vocational education without being influenced by the others. The committee felt that in the popular mind these distinctions are not present to any extent and for this reason it would be practically impossible to study vocational training results exclusive of industrial, commercial, and similar occupational types of training. It was thought best, therefore, to cover the broad field rather than to try and limit it strictly to vocational training in the sense of the term as used in educational institutions.

The above statement of the problem seemed, in the thinking of the committee, to call for the following plan:

Plan

The committee decided to send out quite a complete questionnaire to the people who went out into active life during or at the close of the school year 1928-29. It was felt that these people had been out long enough to give validity to their opinions. They had gone out before the conditions of employment had been unduly affected by the depression. Having been out during the depression, would be a real test as to

whether their training had functioned under highly competitive conditions.

A carefully prepared questionnaire of 20 questions, many of which had from three to five or more divisions, was made the basis of the study among those who had received training. As a result of the circulation of the questionnaire to a list taken from school files of five years ago, replies were received from 18½% of the total number (788) mailed. 26.8% were returned by the Post Office on account of inability to find addressees. Some of the outstanding opinions and the extent to which they prevailed among this 18½% we will try to summarize for you in the following brief statement.

Results

46½% took the occupational type of school training because they thought it useful in making a living. An additional 47½% took the training because they felt that they would be happy in this type of work. This would indicate a good attitude on the part of the trainees toward the type of work in which they were trained. It was found that 50% of this occupational type of work was a part of the regular high school courses while 40% was of special trade and vocational courses, and the remaining 10% was continuation school work.

We cannot help but wonder as we look at these percentages, since the largest portion of the occupational types of training are a part of the general high school course, whether the training is unduly influenced by traditional and academic standards of instruction rather than by practices in industry and business.

The average time the trainee devoted to this type of instruction was 18 months. 80% of them expressed the opinion that they probably stayed in school longer on account of this type of training than they otherwise would, leaving 20% who probably dropped out because they had definite preparation for getting a job sooner than they would have had by following academic lines. Administrators should recognize the holding power of practical education.

Over 56% of these young people found that this type of training helped them in getting their first job while over 18% found that it helped somewhat in getting jobs. 71% reported that this occupational training had been of much use since leaving school. 54% stated that their train-

ing had been helpful in other types of work. 88% stated that the knowledge and training received had been of great personal satisfaction to them.

Practically 60% found that the principles and practices as taught them were according to the principles and practices as employed in business and industry. 36% found that the principles and practices as taught them only partially in accord with the methods and practices of industry.

Over 61% felt that they were trained in that type of work in which they were most capable. 15½% felt that they had received sound advice and counseling. This would indicate that there was at that time room for improvement in the matter of occupational counseling. 75.4% recommend more vocational training in our schools. 20.9% recommend the same amount as they received. This leaves less than 4% who would be in favor of decreasing this type of training in the schools.

It seemed to be the consensus of opinion of a large majority that fundamental knowledge and operative skill should be increased in these training courses. This would indicate the desire for longer periods of this type of training, or where found in the general high school course, that a larger part of the course be set aside for the occupational type of training. Over 64% believe that greater attention should be given to developing the ethics and service standards as taught in the schools. Over 70% feel that much attention should be given to the development of the personality of the student and worker.

Many interesting comments were made by those replying to the questionnaire, but lack of space forbids quoting these. They all, however, indicate a realization on the part of these young people who have been out in the world for five years, that their school training has had much to do with shaping their lives as members of society, and that they have a keen, deep interest in educational institutions and processes as citizens and workers.

The conclusions which the committee has felt justified in drawing from a careful analysis of the replies received are as follows:

1. This research shows that vocational types of training are thoroughly appreciated by the trainees and have proven helpful in their lives.

2. That in the judgment of this group there should be more rather than less of the occupational training.

3. That counseling and guidance with follow up, including job placement, should be carried

out to a greater extent than has thus far been possible.

4. That for the most part the occupational instruction given five years ago was fairly practical when measured from the standpoint of workers in business and industry.

5. That the schools should be in constant close contact with business and industry and abreast of all new developments in materials, methods, and other phases of progress.

6. That a study of this kind should give the schools better understanding of their opportunities, that it should point the way to improvements, that it should answer affirmatively, definitely the questions concerning the place of vocational education in the public schools of the future, that studies of this kind should be constantly made for the benefit of the schools in carrying out their instruction programs.

This Business of Education



MOTHER'S PRIDE
AND JOY WILL LEARN....
THEY'LL 'LEARN' HIM

Vignettes of Life, by J. Norman Lynd, a series of humorous cartoons reproduced by courtesy of Philadelphia Public Ledger Syndicate and the San Francisco Chronicle.

Can Grammar Be Made Exciting?

NUVART ESTHER SAFARJIAN, Teacher, English Department
Huntington Park High School

A REQUEST has been made that I send to you an account of one or two ideas which were developed into concrete form in my ninth year English classes last spring in Huntington Park High School.

Some one had dropped the chance remark that the study of grammar and composition could be made into a most intensely exciting and interesting study. I determined I would put this statement to a test and try to prove it at least to myself. This brief article describes two of the schemes which I worked out in this connection.

As the study of parts of speech is considered a most arid spot in grammar, I cast about for some scheme by which students might learn the definition of parts of speech in such a way that they would not realize they were doing it.

About a week in advance I announced that we would hold a nominating convention to elect a president for the land of Parts of Speech and that the candidates for office were Mr. Noun, Mr. Verb, Mr. Adjective, and the rest. Eight students were elected as campaign managers while the remainder of the class were to serve as delegates.

As most of them still had vague memories of the broadcasts of the Democratic National Convention, it was not difficult to arouse interest in publicity and advertising. Several days before the "Convention," posters appeared with such captions as "Vote for Mr. Verb. He's for Action," "Nominate Mr. Adjective, Whose Platform Is Fair Play as Well As Stern Measures."

Due to the difficult circumstances that we were in because of the earthquake, it was not possible to carry this as far as I would like to have done. However, the eagerness with which the chairman of each group gave his speech and the arguments and debates by the delegates from the floor showed that the "Convention" had aroused in them more than a passing interest.

No doubt the student will remember the definitions of the parts of speech better, first, because he had to look it up and study it with a definite object in mind; second, he had to give it a practical application; and third, he had to put it into everyday language. Anyone who might have listened to the "Convention" would have been convinced that there had been very little

rote memorizing, but a great deal of reflective thinking.

The second little device came to me at the time when we were studying outlining. I asked the students to consider themselves as explorers who had discovered a great continent. As is frequently the case, an explorer doesn't realize the treasures that he has discovered, and vice versa, sometimes he may over-estimate his discovery.

A thorough investigation is therefore necessary; "so tomorrow you are to explore a certain continent of which I am to tell you and make a list of all that you discover. This continent is very near to you and yet most of you have a vague conception of it. It has rich and vast treasures that are yet unknown as well as lurking dangers. The answers which you bring will be different for each of you because it is the Continent of Self. Of course it will be impossible for you to discover everything in one day, but do your best. Explore yourself and list all that you find, good or bad."

The next assignment was to make logical groupings of this list and thus produce an outline. The third day they were asked to write a brief composition based on the main points of the outline.

Since all year we had discussed the value of visualizing and putting into concrete form what we saw in our minds' eye, one student asked if she might make a map of her discoveries on her Continent of Self.

Two days later she brought to class a large poster showing a rather faint outline of a non-descript continent divided into several provinces and each in turn pictured with sketches to represent the various main topics in her outline. In the center of the Continent was the Province of Ideals and from this radiated all the other divisions. There was her Hobby Land picturing Wild Flower Meadow and Angler's Nook among many other interesting features.

Mt. Jean (the latter being her name), height 5 feet 5 inches, was sketched in the Province of Hygiene. Here, too, we could see Brown Wells, her eyes, and Bathville.

Inspiration Point and Friendship Harbor nearby, were among many high spots of inter-

(Please turn to Page 64)

Teaching the Teachers

An Experiment in Special Subject Supervision

ARTHUR FISHER COREY, Assistant Superintendent of Schools, Orange County

SUPERVISION being one of the progressive aspects of elementary education, was naturally one of the first activities to be questioned in an economic stringency. Supervision has quite generally been seriously curtailed or eliminated entirely.

In art and music many special teachers who have been employed as specialists have been eliminated and the regular teachers feel rather helpless in these fields. This condition throws a special burden of responsibility and opportunity upon what supervision remains, to assist teachers in meeting these special subject problems.

Art a Problem in Orange County

In Orange County schools the art instruction was this year a very definite problem. Many of the teachers have depended entirely upon special teachers for this work and have never taught art at all. Even if economic circumstance had not required it, the introduction of the unit type of instruction makes it desirable for these teachers to become acquainted with elementary art materials and methods. In facing this problem Mrs. Evadna Kraus Perry, County Supervisor of Art, determined that teachers needed actual experience in handling and using modern art methods and techniques. She recognized that such help could not be given individually, but in groups outside of regular school hours such assistance might be offered. A letter was sent to all teachers outlining the plan and the response was gratifying.

Art Classes for Teachers Organized

Fortunately Orange is not a large county. By offering one class in the southern section of the county and another in the northern part, it was possible for the remainder of the teachers to come to the office of the County Superintendent at Santa Ana. The class period is two hours long and meets once each week for the entire semester. Each teacher pays \$1 for supplies and then may keep the articles made in class. The classes are carefully scheduled so that a teacher who cannot come at one time may find another period more convenient. The primary and upper grade

teachers do not meet in the same class as their problems are quite different.

Mrs. Perry has a total of 7 classes each week. There are a total of 140 teachers, representing 30 different schools taking the work. This means that the benefits of these classes will go directly to 5168 pupils who are enrolled under these teachers. Twenty of the number are principals who will find assistance in the supervision of their own schools.

Nature of the Classes

The classes are not lectures, but laboratory periods where each teacher actually uses the materials and tries to get the results she would like to have her pupils get.

As they work they discuss the units on which they are working with their pupils and determine ways in which the technique they are using may be utilized in their own class-rooms to enrich the experiences of the unit. This latter phase of the work is exceptionally helpful.

Attendance of these classes is purely voluntary, but once started regular attendance is required. Only those teachers who really wish help will co-operate in such a plan. The teacher who does not wish help cannot be helped.

* * *

E. M. Higginbotham, District Superintendent, reports that the McFarland Union Elementary School teaching staff has again joined C. T. A. 100%. "We have 16 teachers and I am happy to report that we have joined 100% for the past nine years," he states.



Group of Orange County teachers in laboratory work, planning art projects for their classes.

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Janitor Service in the School

BEN S. MILLIKAN, *Superintendent of Schools, Covina*

JANITOR service in the public school is generally unobserved, but those of us in school work appreciate the importance of good janitor service.

The larger school systems have regular janitor training schools.

The following facts concerning janitors and services has been gleaned from reports made from leading cities of the United States.

The qualifications of janitors are: (a) he should have completed the eight grades, (b) pass a good physical examination, (c) know something about school health and sanitation, heating and ventilation.

Most of the work of janitors is difficult and can best be performed by men. However, there ought to be one woman on the janitorial force to look after girls toilets, teachers rest-room, and supervise most of the dusting.

Janitors are often criticized for not doing enough work, but we find from a study made of such work that the average number of square feet per janitor in 70 unselected schools was 17,300. The average number of square feet per janitor in 13 schools selected for efficiency of janitorial service was 15,100 per janitor.

The size of playground and lawn area rightly bears little relationship to the number of janitors employed. Two acres or 52,800 square feet or less per janitor, exclusive of area occupied by building, has arbitrarily been chosen as the standard for full credit on this item.

The floor is the large item of work of the janitor. Floors of classrooms and special rooms should be cleaned by a vacuum-cleaner or hair floor-brush daily, except such rooms as are mopped every day. Floors of corridors and stairs should all be cleaned at least once a day. If playgrounds are muddy the corridors and stairs that are most used should be cleaned from two to four times per day.

Janitors vary considerably in time required to clean a classroom and cloakroom floor of a given size. The average janitor will require eight or nine minutes in the clear for the cleaning of 700 square feet of classroom area.

A smooth, new solid hardwood floor is easier to clean than one that is rough, old, has boards loosely fitted together, is not solid, or is composed of soft wood.

A standard size classroom contains 660 square feet of floor area. With its cloakroom it should

contain approximately 700 square feet of floor area.

Dusting of classrooms should be performed daily. Walls and ceilings should be dusted three times per year. Dust is removed from the furniture rather than stirred up to be circulated in the air, later to re-settle upon the furniture.

All oiled floors should be scrubbed thoroughly previous to oiling, usually three times per year.

Floors such as those of kindergartens, domestic science rooms, and corridors, and stairs, when left unoiled should be mopped at least two times per week and if playgrounds are muddy, daily. This should be supplemented occasionally by a thorough scrubbing.

WINDOWS should be washed on the outside at the three vacation periods. They should be washed on the inside at least once each month.

It should require 3-3½ minutes to clean 2000 square inches of window area on one side with window panes of about 200 square inches, when the best methods and appliances are used.

All toilet room floors should be mopped or flushed with a hose daily.

All blackboards should be cleaned thoroughly each week. It takes on the average of 3-4 minutes to clean 100 square feet of blackboard area when the best methods are used.

In addition to the foregoing duties the janitor must look after the heating plant in cold weather. He must see that a temperature of 68 degrees is maintained during the winter, and proper ventilation is cared for in all of the rooms.

Janitors are assigned to renovation jobs during the vacation period such as decorating jobs, varnishing desks, painting woodwork. They also check-in supplies for their own departments as well as teachers supplies.

He has the care of the school-grounds, such as removal of rubbish from the yard, care of the lawn, watering and cutting the grass, care of the shrubs and flowers.

It is his duty to keep the clocks and bells in order and see that the bells ring at the proper time.

Last, but not least, the janitor must take care of the flag and see that the proper patriotic observances are made.

* * *

John Gill, Redwood City superintendent of schools, is introducing a modernized elementary guidance program into the schools there, to improve pupils personal and civic relationships.

Deepening Crisis in Education

(Continued from Page 16)

1933. This has been accomplished by slashing salaries, delaying needed repairs, cutting down on supplies and textbooks, eliminating important services, crowding classes, shortening terms.

There never was such a demand for educational opportunity as there is today in the United States. Because of more children and less money it has never been so difficult to satisfy that demand.

Debts

259 school districts in 29 states have had to default on their indebtedness. In Florida 64 school districts have defaulted; North Carolina, 18; Michigan, 15; Ohio, 34; South Dakota, 15.

Some cities, compelled to refinance, have had to pay 6% instead of 4% interest, which was the former rate. School districts are thus paying high interest to bond and warrant holders while the teachers who actually do the work of instructing the coming generation often go unpaid!

To pay teachers when there was no cash available, school districts issued interest-bearing warrants. Total unpaid warrants—\$40,000,000.

Our state increased its payments of interest alone on its school debts from \$7,000,000 to \$10,000,000 between 1930 and 1932. Paying this huge sum for interest diminishes the amount of money available to help hard-pressed schools for instruction services this year. In 1933-34, from school funds, \$150,000,000 will have to be paid adults for interest on warrants and bonds. Not \$1 of that sum can be used for teaching children.

Reasons for Lack of Money to Support Schools

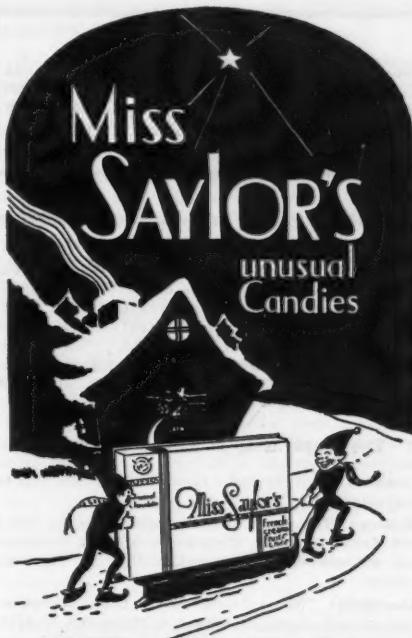
Schools are the most completely local of American public services. To support them the most completely local source of income—real estate (farms, homes, stores, factories, etc.)—has been taxed.

Depression, crushing real estate values, is in turn crushing education.

1. Tax delinquencies: In some school districts 30 to 40% of taxes on property have not been paid. Michigan tax delinquencies are estimated at \$100,000,000 last year. Missouri—\$13,800,000 school taxes delinquent.

2. Lower assessments: The fact that assessments are usually made every four years kept the rate of income for schools up for a time. When new assessments now coming through cut property values by half, school income drops by half automatically.

3. Mortgage problems: Farm incomes decreased; wages dropped during the depression; mortgages on farms and homes remained stationary. This changed the paying of interest on mortgages from a relatively minor charge to an



overwhelming burden and contributed to tax delinquency.

4. Differences in wealth: A school tax of \$10 on every \$1000 of tangible property would produce \$58 per child in one state and \$457 per child in another state. The average cost per pupil attending school in 1930 was \$36.69. Thus the burden of supporting schools on a property tax in a rich state is only one-eighth as heavy as it is for a poor state.

5. Tax limitations: To help hard-pressed home and farm owners many states (for example: Michigan, Texas, Arkansas, West Virginia) passed laws which result in limiting the amount which may be raised by taxes on property and therefore limiting the amount a community can raise to support its schools.

6. School funds in closed banks: \$15,000,000 in school funds is frozen in the closed banks of a single state.

Thus many schools are being ground between two millstones; former sources of income will not yield enough money to run the schools; state laws forbid increasing taxes to yield the amount necessary to run the schools.

Blocked in attempts to support schools from local sources of wealth, school patrons have turned to state governments for funds. What do they find? New sources of income are, by federal and state agreement, devoted to the all-important function of relief. Other state funds are being advanced with federal funds for roads,

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public works, etc. When school patrons arrive the state treasury cupboard is bare.

The Office of Education has recently received reports on school conditions as influenced by the world-wide depression from practically all countries. Following are brief excerpts from the forthcoming Bulletin, 1933, No. 14, "The Effects of the Economic Depression on Education in Other Countries," by Dr. James F. Abel, chief, division of foreign school systems.

The Experience of Other Countries

Canada: Reports reductions in salaries, larger enrollments.

Mexico: "Renewed activity and plans for more rapid development." Thousands of new Mexican rural schools have been established in the last 10 years.

Australia: "No schools have been unnecessarily closed, many classes are increased in size, and standards of instruction and attendance are being maintained. Increased amounts are spent on, (1) books for children whose parents cannot supply them, (2) conveyance for children living more than 3 miles from school, and (3) correspondence instruction of children in sparsely settled areas."

England and Wales: "Lowered teachers salaries are not regarded as permanent; . . . growth of junior and secondary schools was remarkable; adult education continued to expand; . . . erection of more beautiful, effective and better school buildings; and more equitable arrangements for secondary school fees was adopted."

Irish Free State: "The educational situation is continuing to improve."

New Zealand: "No public and only a few private schools have closed."

Scotland: "The school system is highly developed and well-established. It has not been vitally damaged by the depression."

Belgium: "The education system maintained its high level."

Denmark: "With the exception of holding building and repair work to a minimum, the school system of Denmark is pursuing its normal course."

France: "No adverse effects of the depression have been manifest in the schools."

Chile: "The reported financial curtailments in Chile seem very heavy, but it is stated that the schools are functioning in much their normal way."

In Europe, up to the present school year, the public education systems that have been little or not seriously affected are Albania, Belgium,

Bulgaria, Denmark, France, Greece, Italy, Latvia, Luxembourg, and Switzerland.

The summary of the effects of the economic crisis on education is now being printed in the Government Printing Office. Printed copies will be available within a short time from the Federal Office of Education or from the Superintendent of Documents, Washington, D. C.

* * *

Teachers Professional Budget

A California Superintendent's Bulletin to His Teachers on Professional Budgets

EACH teacher should definitely plan and accept a professional budget which indicates in which educational and professional organizations he, or she, will accept or maintain membership.

The Board of Principals suggests to you that the two most important professional organizations that should be supported now by all educators in California are the **California Teachers Association** and the **National Education Association**. Membership dues in the former are \$3 a year, and in the latter \$2 a year.

If ever a time existed when it was important for each of us to belong to either or both of these organizations, it certainly is now when there are powerful financial agencies interested in materially reducing educational opportunity and school budgets. The cause of not only education, but democracy, is at stake; the welfare of every child in America, to say nothing of ourselves, is deeply affected.

The following quotation from a bulletin recently issued by the California State Chamber of Commerce gives some indication of the problem we face:

"... It is important to note that the fight has just begun. We know now the type of opponent we face in the school lobby, the tactics that will be used. No great reforms were ever accomplished over night and before the taxpayer will be safe from the extravagance and abuses that now exist, reforms must be instituted."

"The State Chamber will continue to lead this fight. It must be remembered the greatest danger we face in California today, is the growing strength of organized groups and minorities who receive directly or indirectly the benefits of tax revenues. If the taxpayers of this state are not to be completely submerged and trampled upon by these groups, it is essential that strong leadership be provided. The State Chamber proposes to carry the torch and lead the fight for economy in government. It proposes to combat the methods and principles for which these organized groups stand and fight."

December Teachers Meetings

(Continued from Page 9)

Smith, Riverside county superintendent of schools. Ira C. Landis is superintendent of Riverside city schools.

San Diego county teachers will hold their institute on Wednesday, Thursday and Friday, December 20, 21 and 22, in San Diego city. On Thursday, the San Diego city and county teachers will hold a joint institute session in Russ Auditorium, San Diego senior high school. Walter R. Hepner is San Diego city superintendent of schools and Ada York is San Diego county superintendent of schools.

San Bernardino, Ventura, Inyo, Imperial, and Orange counties are holding teachers institutes from time to time throughout the school year, in the form of one-day, afternoon, or evening sessions.

Ventura County teachers have been holding a combination local evening and day institute. One series of evening institutes was held in the spring, one has already been held in the fall, and the third was held December 4-7. The final meeting was held December 15. E. L. Van Dellen, City Superintendent of Schools, Ventura—Blanche T. Reynolds, Ventura County Superintendent of Schools.

Imperial County combines general sessions and a series of local institutes, reducing the days taught by a single day per year. A general session will be held at El Centro on December 22; a series of local evening sessions will be held in January or February in Brawley, Calexico, and El Centro; and a general session will be held in Brawley on a Saturday in April. Patrons and teachers have expressed approval of the plan, first tried last year. Cornelius B. Collins is Imperial County Superintendent of Schools.

In October the teachers of Orange County and Santa Ana city met together for a day of institute. W. E. Givens, president of California Teachers Association, addressed the general session in the morning. Orange County and Santa Ana city have had numerous other institute numbers at intervals throughout the early part of the year and thus the teachers have already completed their institute requirements. Ray Atkinson is County Superintendent of Schools in Orange County.

Clara Kaps of Chico

Clara E. Kaps, assistant professor of education at Chico State Teachers College, who recently passed away, was for the past 12 years

head of the kindergarten-primary department in teacher-training there.

The graduates of her department were recognized as among the best-trained kindergarten-primary teachers in the West. She made a real contribution to education in California.

Miss Kaps was born at Oshkosh, Wisconsin, 1874, and received her training at the State Normal School, Oshkosh; University of Chicago, Columbia University, Stanford University.

She taught in public schools in the states of Washington, Wisconsin, Ohio, Pennsylvania, in the normal schools of Stevens Point, Wisconsin, and Lewiston, Idaho, and at summer schools including Columbia University, University of West Virginia and Peabody Institute.

She held many honors in education and for the past ten years had a large field of service in the extension work of Chico College.

She was counselor for Delta Phi Upsilon (a national honor kindergarten-primary society); also counselor for Pi Kappa Sigma, educational sorority.

She organized primary teachers of northern counties into study-groups for intensive study of primary reading methods. Under her supervision the teachers made diagnostic surveys of their pupils reading difficulties.

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California educators are contributors to the Journal of the National Education Association. The recent article by Superintendent Willard E. Givens of Oakland, "Teachers Are Citizens," is from his address before the convention of the Association at Chicago. This address has been so favorably received that it has appeared in many educational magazines. Superintendent Givens says:

"If we cannot be public school teachers and citizens at the same time, then we choose to be citizens. Our government is face to face with a real struggle and the public school teachers of America are in the trenches ready to fight for a better, cleaner, and more wholesome condition. We will not remain silent and inactive in civic affairs."

W. J. Peters, principal of Hester School, San Jose, reports that, "despite salary cuts and other depression demands, both general and specific, we are pleased to advise that each member of the Hester faculty has enrolled in C. T. A. for 1934. This is Hester's eighth annual 100% enrolment."

Coalinga now has an Extension Center, developed co-operatively by C. L. Geer, superintendent of schools, and Fresno State College, with 2 full-time and 5 part-time instructors. Coalinga is noted for its progressive educational program.

Life of John Swett

WHEN William C. Carr, now Director of Research for National Education Association, was a graduate student at Stanford University and Director of Research, California Teachers Association, he prepared as thesis for his doctorate the Life of John Swett.

The work of John Swett, pioneer state superintendent of schools in California, was so significant that he has become a national figure. The story is a recital of the growth of the educational system of this state. It gives the facts of the many obstacles that have been surmounted in the structure of the present system. If you would know the story of the California public schools, read "John Swett."

It is refreshing in the face of present-day troubles, to recall that our predecessors through courage and patience, built the American public school system.

Thomas E. Williams of Santa Ana, nationally known for his beautiful printing and books, has published this biography. Honorable Vierling Kersey has written an interesting preface.

The book is beautifully printed and bound. It contains 192 pages and 7 lithographs. The first edition is limited to 300 copies. The price of \$3.00 (plus sales tax) is astonishingly low for a volume so fine both in content and dress.

Mr. Williams address is 926 Hickory Street, Santa Ana.

* * *

New Publicity Manual

THE new Publicity Manual published by National Congress of Parents and Teachers is an 87-page booklet setting forth in simple language fundamental principles of publicity for guidance of volunteer workers in local units. Inexperienced writers and publicity chairmen in all types of lay organizations will find the manual helpful.

The booklet is divided into five sections: the publicity committee and its work; publicity channels; the press and publicity; Parent-Teacher publicity relationships; and miscellany. Copies may be obtained from National Congress of Parents and Teachers, 1201 Sixteenth Street Northwest, Washington, D. C., price 50 cents a copy, clothbound; or 25 cents, paperbound.

San Mateo County Teachers Association has begun the publication of a bulletin (mimeographed at the Jefferson Union High School, Daly City) to go six times a year to the teachers of the county. Editor is Clive M. Saiz of Jefferson Union High School; associate editor is Beuel M. Gibbins. The bulletin contains interesting news-notes and messages from the officers.

A. P. Patten of Modesto

A. P. Patten, principal of Roosevelt School, Modesto, was recently elected to the presidency of the Kiwanis Club there. Roosevelt School



issues a praiseworthy paper "High Lights." Recently the school held an art exhibit,—reproductions of masterpieces,—and thus raised money to buy school pictures for classrooms.

Mr. Patten is also president of Stanislaus County Elementary Principals Association and first vice-president California Educational Research Association, Northern Section.

* * *

Classroom Posters

GRACE HELEN MILLS, Teacher
Tamilpais-Park School, Mill Valley, Marin County

BLACKBOARD decorations were the original posters in our room. It seems a pity these sketches in chalk,—portraying animals, landscapes, and still life,—could not have been executed in a permanent form.

Today our teachers possess artistic talent which serves in good stead when it comes to the beautification of the classroom, whether by blackboard rendering or by illustrated composition.

Originally a plan to please and instruct the pupil and brighten up the room, the poster idea has grown to be an important vehicle for putting over lessons in a manner both interesting and easily assimilable. The periodical renewal on the classroom walls of fresh poster ideas keeps the children interested and adds greatly to the appearance of the room. Appropriate seasonal posters are very popular and serve to keep the classroom bright and cheerful.

Our publishers and their artists are entitled to great praise for preparing such fine material from which we glean our best subjects. The pupils appreciate the instructive series, such as

the Phonic Games, compiled by Moore-Wilson, and charmingly illustrated by Dorothy Morgan. These illustrations, enlarged to 15 by 20 inches and displayed during the lesson, prove a great help to the teacher and are very comprehensive to the pupil.

Concluding, we believe that posters for the classroom, whether original or otherwise, serve as an aid to the imagination, relieve and charm the eyes and act as decorations of high order.

* * *

Warren E. Schuell, executive secretary, National Association of Student Government Officers, (headquarters, Sapulpa, Oklahoma) informs us that work is progressing toward the formation of a California association of high school councils. A national convention may be held in the spring of 1934.

He states that "we are going to put into practice some of the theories that have been taught for the past 30 or more years, by organizing now to study government and politics by doing, and voting as good citizens from a non-partisan, non-sectarian, and unbiased perspective."



is just the thing for supplementary projects. Combines lifting verses with outlines of common flowers ready for paint brushes or crayons. Inexpensive and highly educational. Send for a free sample copy. If further copies are wanted by school children they can be obtained through the nearest dealer in Lilly's Seeds.

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Please send me free copy Lilly's Garden Paint Book.

Teacher _____

Address _____

School _____

In Memoriam

James Richard McDonald, secretary of Little, Brown & Company.

Vivian F. Stringfield, art teacher, Los Angeles High School.

Louise Alexander, teacher, Wilton Place School, Los Angeles.

Albert L. Dornberger, 68 years of age, native son of a pioneer Santa Clara Valley family, beloved teacher in San Jose schools for three decades. He retired from principalship of Horace Mann School two years ago because of ill health. He graduated from the old San Jose State Normal in 1885.

Mrs. Prudence Brown of Los Angeles, 72 years of age, a pioneer school-woman of Southern California. She opened a public school kindergarten in National City, San Diego County, as early as 1886.

Murray K. Martin, since 1921 Latin teacher in Polytechnic High School and Junior College, Riverside. He attended school in Jacksonville, Illinois, Illinois College and University of Chicago; organized California Scholarship Federation Chapter 59 and was adviser to the state federation; was president of Riverside City Teachers Club and Polytechnic Faculty Club.

Night Shall Pass

HENRY E. SWENSEN, teacher, Theodore Roosevelt High School, Los Angeles, has recently brought out the second edition of his stimulating little volume of poems "Night Shall Pass."

Lucia Trent and Ralph Cheyney, editors of the Poetry World, in the foreword state that "Swensen's poetry is a cry against 'man's inhumanity to man'—a plea for those now crushed in the mammoth wheels of industrial warfare, a demand for an enlightened appraisal of their service expressed in a just reward."

"We welcome this opportunity of expressing our admiration for poetry of this character and our faith that this book will live. Such work is a rung in the giant ladder of progress built slowly but for all time by the poets and dreamers of the world."

The new poems maintain the high standard of the earlier poems and add variety to the collection.

This volume which is worthwhile in content and attractive in appearance is published by Poetry Publishers, Philadelphia. Price sixty cents. Mr. Swensen's address is New Hotel Carlton, 529 South Figueroa Street, Los Angeles.

How to Appreciate Motion Pictures

THE Macmillan Company has brought out an excellent manual of motion picture criticism—*How to Appreciate Motion Pictures*,—prepared for high school students by Edgar Dale, Bureau of Educational Research, Ohio State University. This illustrated volume of 260 pages is one of the Payne Fund series on the scientific study of the effect of motion pictures on youth.

The book covers everything essential to an understanding appreciation of motion picture—acting, photography, settings, direction, sound and music, story, etc. There are many full-page illustrations from such pictures as "Farewell to Arms," "Tom Sawyer," "Broken Lullaby," and Disney's "Three Little Pigs." Either "Problems and Activities" or "Questions for Review" follow each of the 13 units into which the book is organized.

Progressive California teachers, both in secondary and in the elementary schools, will find a wealth of helpful material in Dale's concise and interesting book.

Eugenia West Jones Honored

Many distinguished guests recently paid honor to Mrs. Eugenia West Jones at a tea commemorating her at the home of Mrs. Florence Thresher Armstrong.

Mrs. Jones was assisted in the receiving line by Mrs. Helen Hand Zillig, President of the Los Angeles Kindergarten Club, Dr. M. Madeline Veverka, Director Elementary Course of Study, Mrs. Genevieve Anderson, State President of the Kindergarten Primary Association, and Miss Alice Livsey, President of the Kindergarten Primary Association—Southern Section.

This lovely residence, the home of one of the kindergarten teachers, provided a delightful setting for the affair; the spacious living-room was adorned with autumn flowers and foliage, and Talisman roses and lilies-of-the-valley formed the decorations of the tea-table. Music was furnished throughout the afternoon by the Belmont High School Trio.

As evidence of gratitude for Mrs. Jones untiring efforts in the field of education, a Life Membership in the National Education Association was presented to her by the Los Angeles Kindergarten Club. This presentation was graciously made by F. L. Thurston, Executive Secretary of California Teachers Association—Southern Section.



Mrs. Mabel C. Bennett, for the past five years in the Alhambra schools department of research has been promoted to the headship of that work. She taught in the Alhambra schools for ten years prior to entering the research service.

Public Relations

SIXTH YEARBOOK of the California Elementary School Principals Association is being prepared on "Public Relations." This is a most timely topic, and every effort is being made to place within the book a wealth of material which will be up-to-date and which will find immediate practical application.

Members of the C. T. A. who are not elementary school principals, as well as principals, are invited to submit articles if they have valuable contributions.

Copies of the yearbook may be obtained by those who are not eligible for active membership in the Association. For information, write Irving O. Addicott, yearbook editor, Lincoln School, Fresno; or Harley W. Lyon, president, Longfellow School, Pasadena.

C. T. A. Southern Section

Teaching Staffs Enrolled 100% in C. T. A.
for 1934

As of November 16, 1933

Imperial County

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Eucalyptus	Verde

Los Angeles County

Garvey School District	South Santa Ana
Lowell Joint	West Whittier District
San Marino	
Los Angeles City	
Alexandria Avenue	Meridian Street
Amestoy Avenue	92nd Street
Annandale	Norwood Street
Cahuenga	Playa del Rey
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	Glen Alta

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REHEARSE

To Harrow Again

The farmer, after plowing his field, goes over it with a harrow to break up the clods and level the ground. Sometimes, in order to make the field still smoother, he harrows it over again. Old French *herre* meant "a harrow," *herrier* "to harrow," and *reherrier* "to harrow over again," borrowed in Middle English as *rehercen*, Modern English *rehearse*. Now we *rehearse*, not the plowed field, but a speech, a play, or the like.

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Santa Barbara County

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Montecito Union

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Avenue	Mound
Briggs-Olivelands	

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An Indian Activity: Visual Aids

FRANCES VON GARDENHEIR, *Edison School, Long Beach*

SINCE the visual appeal is the most effective and interest-stimulating of the sensory appeals, all those visual aids which were available and which would stimulate wholesome interest in the Indians, were used in this activity.

The class seemed to lack background experiences which were essential to the proper development of the unit, so the showing of the films early in the activity, in order to give the pupils an acquaintance with the Indians, was quite necessary.

After some study of the reading material on hand, the films were shown again in order to provide the pupils with an opportunity to apply the ideas secured from hearing the stories to the re-interpretation of the presentation of the Indian life in film form. In some instances, in review, (e. g. for the study of design, and shape of bowls in preparation for clay moulding) we used the film successfully as a slide, by allowing it to remain stationary.

Fortunately we had a set of flat pictures which were duplicates of the set of colored slides available, so a preview was held previous to the slide presentation. In this preview a group of children looked at the pictures and selected the few that they thought related to the topic under consideration, for instance, the preparation of foods or various ways of storing food, then selected the duplicates of these in slide form, for use at the time the reports were to be given, and in class discussion.

After reading a bit, the members of the group who did the previewing, made short reports on the topic suggested by the pictures for which they were responsible. This use of the flat picture was interest-holding and worked out successfully as a help in preparation for oral composition which accompanied the showing of the slides.

We had a few enlarged pictures of Indian chiefs. These were found useful in the detailed study of the Indians, as to physique, carriage, and dress.

California State Board of Education has established a **State Council of Educational Planning and Co-ordination** and approved appointment thereon of,—Robert Gordon Sproul, president of the University of California; Chester H. Rowell, member of Board of Regents, University of California; Allen T. Archer, member of State Board of Education, Los Angeles; Annie Florence Brown, president of Oakland Forum; Charles Albert Adams, attorney-at-law, San Francisco; Will C. Wood, vice-president of Bank of America, Oakland; H. Gurney Newlin, attorney-at-law, Los Angeles; Mrs. William J. Hayes, president, California Congress of Parents and Teachers, Burlingame; Vierling Kersey, Superintendent of Public Instruction. The Council will study problems in the field of higher education and make recommendations to the Regents and to the State Board.

For one unit of the activity, the class made and decorated clay bowls. This experience in hand-crafts was a fascinating one. It not only gave the children genuine pleasure, but made them more appreciative of the effort and skill required of the Indians in making the pottery we have in our exhibit. The actual doing, with the knowledge which the child must acquire in order to make an acceptable clay bowl, constitutes a distinctly valuable contribution to the mental and motor development of the child.

After studying the pictures and films the class wrote a long composite story about the Indians. For a surprise, after the story was finished, typed slides of the story were projected on the screen for reading. These slides created enthusiasm and induced effort such as do few lessons from readers.

Though the story contained many words beyond the 2B reading vocabulary, every child mastered those difficult words in a comparatively short time, so that he could read the story enjoyably and fluently. This was true probably because of the novel way in which the story was presented, projected as it was on the screen, magnified, and under intense light.

Later, in the activity, each child was given a typed copy of the story to put in his booklet which consisted of illustrations portraying Indian life, which the child had been making at different times during the previous weeks.

ZEST was added to the music hour by having the class create some composite Indian songs (words and music). It was surprising how like the guttural Indian chants these songs were. Each song was copied at the top of a 3 by 4 foot sheet of wrapping-paper, then a composite colorful mural (done in colored chalk) illustrating the song, was drawn on the sheet below the song. The children seem to derive an unlimited amount of pleasure from these songs and murals.

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Among some of the slides presented during the study of Indian life, were slides showing an Indian dance. These slides brought forth testimony about an Indian dance one of the girls had seen in the Yosemite Valley. This child volunteered that she knew an Indian dance and would gladly do it for us.

The girls wanted her to teach them the dance. Since someone, other than the teacher, was to teach this dance, it was suggested that the child train the girls on the playground during playtime. She did this. They practiced diligently every day at noon, until they had perfected quite a difficult dance.

The boys became interested and suggested that they also learn a dance. They enthusiastically looked at the slides again for suggestions, since the slides represented a dance done by chiefs. The boys selected a girl, who was particularly apt in the other dance, to train them.

They worked out every detail of the dance carefully, by consulting the pictures and the descriptions of the dance in the story. They added a few original steps for variation. It was amusing to see the girl's patience become exhausted at times at the seeming stupidity of some of her understudies. She overcame this difficulty by giving each of the more graceful boys a difficult child to train, individually. After much practice the dance developed into an interesting Indian dance.

It was decided for the class to have a program, for the mothers, as a finish for our activity. The children wanted to costume for the dance and for the program. They studied several pictures, then thought, perhaps, the wearing of Indian head-gear would be enough in the way of costuming. They made gay, design-covered, head-bands, further ornamented by adding one perky feather for the squaws' head-gear and many feathers for the chiefs'. Making these head-bands delighted the children. They worked carefully, each one using his own original design for his unit for the border.

The big visiting day finally arrived. The little group of 2B children were thrilled in giving their play, reading their story from the screen, singing their original songs and making original Indian number stories about the combinations which were thrown on the screen. The program

Walter R. Hepner, Superintendent of Schools, San Diego, has accepted appointment as Chief of the Division of Secondary Education in the California State Department of Education. Mr. Hepner is nationally known as an efficient schoolman. His many friends throughout California and the nation congratulate him upon his acceptance of an extremely important position of educational leadership in a great commonwealth.

made a pleasurable finish for our activity and gave the parents an opportunity to see some of the results of the past few weeks work in social studies.

VISUAL aids are responsible for much of the success achieved in an activity, which has to do with a people foreign to the little children. They cannot comprehend or appreciate strange people such as the Indians by just reading, or hearing facts read about them in books.

Visual materials such as maps, slides, pictures, films, exhibits, etc., reveal how people live and why they live as they do. Pictures help children visualize, for example, not only where their foods come from, but how they are prepared for use.

The printed page may explain all these important facts, but pictures, exhibits, etc., portray conditions and activities so they seem real. Greater curiosity and interest are aroused through actually seeing and feeling.



NO other classroom medium provides a wider variety of artistic effects than CRAYOLA Crayon. Its colors are unusually brilliant, so that the lightest crayon stroke retains its proper value. And the uniform, smooth texture of CRAYOLA permits a pupil to obtain both line and mass effects of perfectly even quality. This broad adaptability tends to stimulate a child's interest and originality. It is one of the chief reasons why CRAYOLA has always been outstandingly first choice with teachers throughout the nation.

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Recent Social Trends

NEW types of school activity are required to provide for child growth under the changed conditions of life revealed by the report of President Hoover's Research Committee on Social Trends. Recognizing the educational significance of these findings, the Joint Commission on the Emergency in Education has encouraged teachers to study this report, entitled *Recent Social Trends* in the United States.

The 39 chapters cover such diverse themes as population, natural wealth, invention, communication, occupations, education, rural life, vitality, the family, leisure, health, welfare, law, religion, and government. There has not been a time since the public school system began in the United States, when social information and social vision among teachers could mean so much as now. The Joint Commission recently suggested to the publishers the desirability of making the report available for school use. The original two-volume

edition sells at \$10 a set, but a text-book edition at \$4.25 a copy, has been made available for classroom use. This edition has not been released for general sale, and can be sold only to school officials and teachers.

National Education Association is providing for the distribution of this volume solely as a service to school workers. All orders must be accompanied by cash. Address orders and make checks, money orders, or drafts payable to National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Boyd Comstock, trustee of Palos Verdes school district and nationally-known track coach, is sponsoring a new statewide organization to defend the public schools and to forcefully oppose the predacious enemies of public education. This new society—*Citizens Educational Association*—is to enroll every school trustee and administrator and all public-spirited citizens. Charles D. Jones, district superintendent of Hermosa Beach drafted the constitution. The plans have been enthusiastically received throughout the state and are being carried to completion.

Fresno City

SUPERINTENDENT O. S. HUBBARD of Fresno and his associates are to be congratulated upon the excellent annual report, recently published, of the Fresno public schools.

This document of 50 pages covers in a comprehensive way practically every feature of the public schools system.

Limitations of space prevent a detailed review of this admirable bulletin but we would call special attention to,—the reports of the committees on improvement in instruction; the work for physically handicapped children; the work of the visiting teacher; the successful program of adult education; and the policy of the Board of Education with reference to teachers salaries.

The Board wrote to President Franklin D. Roosevelt expressing its intention to co-operate in maintaining the spirit of the progressive NRA program.



A Typical Board of Education

Here is the Board of Education of Glendale Public Schools; representative citizens of a fine California community. Top row, left to right,—N. G. Davidson, C. Mathias, A. W. Tower; below,—P. E. Stillman, Mrs. A. E. Adams. Richardson D. White is Superintendent of Schools. Cut courtesy of Glendale Public School Quarterly.

L. O. Culp Honored

MR. L. O. CULP, head of the commercial department of Fullerton Union High School and Junior College for the past several years, recently was re-elected president of the Southern California Commercial Teachers Association, because of his outstanding work during the past year and his untiring efforts to promote the things of value in commercial education throughout Southern California.



L. O. Culp

The four or five hundred teachers who gathered together in Los Angeles, Saturday, October 21, bestowed upon him a doubly great honor because this is one of the few

occasions where a teacher has been re-elected to this worthy office. Mr. Culp is one of the outstanding commercial teachers in the state.

* * *

Calwa School on Honor Roll

C. C. Carter, principal of Calwa Elementary School, Fresno County, reports that the entire staff (7) has been enrolled 100% in California Teachers Association for the past ten years, and for 1934. The teachers also have enrolled 100% in N. E. A. for three years, including this year.

* * *

Little, Brown & Company announce that James W. Sherman, associated for 12 years with their Education Department, has recently been made manager of that department.

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Harr Wagner Publishing Company

609 Mission St., San Francisco, California

Who Shall Go to College?

(Continued from Page 31)

the church, the city, and the family; and for the individual. We shall take our choice.

I saw a gang of youthful convicts, chained together, clanking down the highway, followed by guards with shotguns, and in less than fifteen minutes, I saw hundreds of choicest boys and girls passing between classes on the campus of the North Carolina State College at Raleigh.

I recalled the words of John Wesley, "But for the grace of God, there go I," when he saw a drunken sot on the street. It is the grace of God, but it is the voice and the hand of free public education from kindergarten through the university that makes the difference between mere boys filling the "jungle" at the edge of town, and the boys and girls that crowd the classrooms at the university.

The same hand and voice determine the boys that ride the top of the freight cars and the boys that in a few short weeks will answer the call of their coaches and be out for the football season. It is that same hand and voice that turn our upstanding, clear-eyed, thinking boys and girls from the cheap, the vicious, and the tawdry. Who shall go to college? All those who California and the West ever will need to be trained into upright, clean, aggressive citizens.

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Happy Camp High School

SISKIYOU Union High School District (A. G. Grant, District Superintendent) comprises 8 high schools. One, at Happy Camp (a picturesque mining-village beautifully nestled among pine-clad mountains on the lower Klamath River) recently moved into an attractive new log schoolhouse.

In spite of hard times and failure to obtain funds from the county for the building, a group of public-spirited citizens, including numerous native Indians, constructed the log building with donated labor and materials, on a beautiful site given by L. H. Newton of Happy Camp. Impressive dedicatory exercises were held on Armistice Day.

Russell Lowe, principal, and Elizabeth Fite, teacher, are doing excellent work.



Important participants in the enterprise were Gorham Humphreys, postmaster of Happy Camp; Peter Grant, woodsman and carpenter; J. A. Ager, president of the Union High School Board; and Phillip M. Toleman, engineer, who donated the architectural service. A. G. Grant and his associates merit hearty congratulations upon this successful enterprise.

The Teachers Voice

Excerpts from an address by G. Marston Hadcock, Principal, Leeds College of Music; School of Acting for the North of England; Lecturer in Voice, Stanford University.

SPEECH is an art which can be taught and learned. Like every other art it is essential that it should be studied. The human voice is one of the great benefits Nature has bestowed on man and yet it is probably one of the most abused. The ancient Greeks placed the study of the voice at the head of their curriculum. Now-a-days it is a subject which is woefully neglected.

If one considers that the vocal chords are only a half to three-quarters of an inch in length, it stands to reason that they cannot of themselves produce a large sonorous tone. There must be some other means of amplifying the tone first produced by them. As a radio-detector tube has no great amount of tone in itself, but has to be passed through stages of power-amplification, so must the tone produced by the vocal chords pass through resonating cavities to be brought to a workable usage.

The power-amplification of the voice takes place in three resonating cavities,—(1) pharynx, just above the vocal chords; (2) mouth, with hard and soft palates, teeth and tongue; (3) naso-pharynx, above soft palate, at back of nose. These three resonating cavities must all be in a position of "balance." Each one must carry out its own work without outside interference.

This balance of the resonators is one of three

fundamental principles for the correct use of the voice. Another is the complete relaxation not only of the vocal organs, but of the whole body. Tension in voice use upsets the balance of the resonating cavities, causes constriction and tightening in the throat, throws out of gear the breathing apparatus and makes our use of the voice not only much more difficult, but is distinctly harmful.

The third fundamental is the correct use of the breathing apparatus. If the intercostal muscles, diaphragm, and abdominal muscles are built up and brought into use until they perform in the proper manner, the body as well as the voice receives a new lease of life.

Breath is the life force of the voice. The voice is lifted, supported and carried on the breath. A steady, supported column of breath is absolutely necessary.

* * *

Fred L. Thurston, efficient and much loved secretary of California Teachers Association, Southern Section, has a common-sense way of handling knotty problems. The teachers of his section freely call upon him for counsel. He has been and is an important factor in building a strong organization of teachers.—*Journal of Education*, vol. 116, no. 18.

* * *

Charles C. Hughes, superintendent of schools, Sacramento, for the past 21 years, has received from his board a contract for another four-year period.

He went to Sacramento after serving as superintendent in Eureka and Alameda. When he began his work in Sacramento the enrollment was 7000 students; this year the attendance is about 25,000.

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Can Grammar Be Made Exciting?

(Continued from Page 47)

est along the coast, which was also dotted with ships carrying interesting cargoes,—her thoughts, her services, and her hopes.

This last work gave me a greater degree of satisfaction than the many projects I have had students do in the past, for in it I could see a step taken toward the development of character. To know the value of self, is that not of far greater importance than the knowledge of bricks and stones?

U. S. Government Jobs \$1,260 to \$3,300 a Year

Do you want a steady-for-life job with the United States Government? Teachers have a big advantage because of their training and education. Many early examinations expected. These have big pay, short hours and pleasant work. Write immediately to Franklin Institute, Dept. T177, Rochester, N. Y., for free list of Government positions for teachers, and full particulars telling you how to get them.

Coming Events

- December 18-20—Santa Barbara city and county, joint Teachers Institute; Santa Barbara.
- 2. Riverside County Teachers Institute; Riverside.
- December 21—C. T. A. Southern Section Convention and Teachers Institutes; Los Angeles.
- 2. C. T. A. Southern Section; annual business meeting; Bible Institute Auditorium, 2 p. m.
- December 27 - 30—Music Teachers National Association and National Association of Schools of Music; 55th annual convention; Lincoln, Nebraska.
- December 28-30—Phi Delta Kappa, 15th National Council; Palmer House; Chicago.
- December 28-29—California Conference of Supervisors and Directors of Instruction in Elementary Schools; Hotel Biltmore, Los Angeles.
- December 29-January 4—Western Guidance Conference (National Occupational Conference); International House, Berkeley.
- January 5—State Board of Education; regular quarterly meeting; annual meeting of State Teachers College Presidents in conjunction; Sacramento.
- January 27-29—Child Labor Day.
- February 11—C. T. A. Board of Directors; regular bimonthly meeting; San Francisco.
- February 24-March 1—Department of Superintendence, N. E. A.; Cleveland, Ohio.
- March 3—State Department of Education. Regional conference of elementary school principals and district superintendents; Santa Ana.
- March 24—State Council, California Elementary School Principals Association; annual meeting; Pasadena.
- April 7—ditto; Chico.
- May 13-19—National Congress of Parents and Teachers; 38th national convention; Des Moines.
- June 30-July 6—National Education Association; Washington, D. C.

Three Los Angeles Teachers Honored

A delightful re-union honoring three veteran teachers of Los Angeles was recently held at the Cornwell Street School. Mrs. Jennie Donahue, Kate McCarthy, and Rose Schrimplin were the guests of honor.

Lester Donahue, famous pianist, played a beautiful program. William Richardson, of the Richardson-Martin Music Company, was master of ceremonies.

Two hundred former pupils, who attended the school in the early nineties, were present to greet them,—many absent ones sent letters, telegrams, and flowers.

Miss McCarthy is now principal of the Virginia Road School; Mrs. Donahue has retired from service. These ladies are native daughters of California and graduates of San Jose State College.

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